

**Study
Report
2002-08**

Training Model for Contingency Operations

Matthew L. Smith and William T. Holden, Jr.
Human Resources Research Organization

Harold M. Starry
U.S. Army Training Support Center



**United States Army Research Institute
for the Behavioral and Social Sciences**

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**Michael G. Rumsey
Acting Technical Director**

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U.S. Army Training Support Center

Technical review by

Kathleen A. Quinkert
Richard A. Gerka

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Study Report 2002-08

Training Model for Contingency Operations

Matthew L. Smith, William T. Holden, Jr.
Human Resources Research Organization

Harold M. Starry
U.S. Army Training Support Center

Armored Forces Research Unit
Barbara A. Black, Chief

U.S. Army Research Institute for the Behavioral and Social Sciences
5001 Eisenhower Avenue, Alexandria, Virginia 22333-5600

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FOREWORD

In recent years U.S. Army forces have been deploying with increasing frequency to conduct a variety of contingency and other-than-war operations in a variety of locations. These deployments have presented and are continuing to present a number of challenges for the conduct, management, and support of training. In response to the challenges, the U.S. Army Training and Doctrine Command (TRADOC) requested that the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) analyze training requirements and training support for Army ground forces preparing for, participating in, or returning from contingency operations.

The ensuing study was performed by ARI's Armored Forces Research Unit (AFRU) at Fort Knox, Kentucky, as part of Work Package 212, "Unit Training Technologies for Future Forces." The work was supported through a Memorandum for Record (MFR) among: the Chief of Staff, 7th Army Training Command (ATC), U.S. Army Europe (USAREUR); the Training Program Manager, Deputy Chief of Staff for Training-West, TRADOC; the Deputy Commander, U.S. Army Training Support Center (ATSC); and the Chief, AFRU-ARI. The subject of the MFR, dated 17 November 2000, was "Deployable Training Support Study."

This final study report documents the process and the products of the study examining training support for units involved in deployments for contingency operations. The products of this study include a training model, training templates, and recommendations on how to provide Army-wide access to the template-based training. They were briefed for comment and approval to representatives of ATSC-TRADOC, Forces Command (FORSCOM), and to the 7th ATC, USAREUR in November of 2001. The representatives' comments were incorporated into the study's final products, results, and recommendations. These products will assist U.S. Army leaders and training resource managers to better train units, staffs, leaders, and soldiers based on the realities and challenges of the 21st century operational environment. In addition, two of the study's products, the deployment training model and training strategy template are being incorporated into the Army's next revision of its mounted brigade combat team's Field Manual (FM) 3-90.3 (Department of the Army [DA], 2001d) Mission Training Plan and its reconnaissance, surveillance, and target acquisition (RSTA) squadron's Army Training and Evaluation Program (ARTEP) 17-95F-40-MTP (DA, 2001a) Mission Training Plan.



MICHAEL G. RUMSEY
Acting Technical Director

ACKNOWLEDGMENTS

The project team for this study was composed of members of the Human Resources Research Organization (HumRRO) located at Fort Knox, Kentucky. Ms. Charlotte Campbell, HumRRO Program Manager for the Advanced Distributed Training Program, oversaw the progress of the study. Mr. Roy Campbell was instrumental in conceptualizing the approach and participated in the initial analysis of training requirements for deploying units.

The contracting officer's representative for the study was Dr. Bill Burnside from the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), Armored Forces Research Unit (AFRU) at Fort Knox. Dr. Burnside was an active member of the project in all phases, providing input and counsel throughout. Dr. Bruce Sterling (then at ARI-AFRU and now with the Army Research Laboratory) and Dr. Barbara Black, Chief of the ARI-AFRU, also provided valuable insights and support.

The issues, needs, and courses of action developed in this study were reviewed by a study advisory group (SAG), who also provided guidance to the study team on various issues. The SAG comprised middle-level (O-5/LTC equivalent) management representatives from:

TRADOC, Headquarters, Office of the Deputy Chief of Staff for Operations and Training (ODCSOPS&T),

U.S. Army Forces Command (FORSCOM),

7th Army Training Command (ATC), United States Army Europe (USAREUR),

Army Training Support Center (ATSC), U.S. Army Training and Doctrine Command (TRADOC),

U.S. 18th Airborne Corps,

U.S. III Corps, and

U.S. V Corps.

TRAINING MODEL FOR CONTINGENCY OPERATIONS

EXECUTIVE SUMMARY

Research Requirements:

Acting on a request for assistance from the U.S. Army Training and Doctrine Command (TRADOC), the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) conducted a study to analyze training requirements and training support for Army ground forces preparing for, participating in, or returning from contingency operations. The specific objectives of the study included:

- To identify training needs and available training support resources for units preparing for, participating in, or returning from contingency operations.
- To develop an improved unit training model, including recommended plans and procedures for units preparing for, participating in, or returning from contingency operations.
- To design and develop notional training templates for units preparing for, participating in, or returning from contingency operations.
- To prepare recommendations on how to provide Army-wide access to the template-based training methodology for future deploying forces.

Procedure:

The study began with an analysis of the existing body of knowledge to identify training needs and training resource requirements of units preparing for, participating in, or returning from contingency operations. The scope of the analysis was limited to ground maneuver forces at the task force level. The review's timeframe included pre-deployment, during deployment, and redeployment periods. To identify the related essential training tasks, a survey of information on U.S. military contingency operations and deployments in the 1990's was conducted. Also, information-gathering visits were conducted with experienced military leaders and training support managers. The results were synthesized using a task crosswalk approach to derive and codify a consolidated list of related essential training needs.

The second phase of analysis involved identification of current training support resources needed to train those tasks. Training support resources identified included primary training aids, devices, simulators, and simulations (TADSS) required to support training in the live, virtual, and constructive environments. Distance learning (DL) methods and programs were also examined and included in the catalog of resources.

Using the task and training resource information, the study team developed a training model and associated templates usable across the full spectrum of conflict. For study purposes, a model is defined as a proven pathway for the successful accomplishment of a complex task or mission. The proven pathway is built upon a foundation of experiences of previous attempts to accomplish similar tasks or missions. Again for study purposes, a template is defined as a more

detailed explanation of a branch, segment or sub-system of a given model. The purposes for the training model and templates included the following:

- To provide leaders and managers with common tools to better understand, develop, and communicate their respective training and resource strategies.
- To provide a basis for making sound training management decisions.
- To facilitate repetition of similar training processes.
- To formalize the deployment training processes so that the processes can be refined and improved over time.

Findings:

The improved training model developed in this study replaces the old “train, deploy, conduct operations, redeploy, and train to regain Mission Essential Task List (METL) proficiencies” model. The new model calls for deploying units to train, deploy, train while conducting operations, redeploy at a higher level of proficiency, and complete METL training to achieve unit readiness. The improved model recognizes and makes use of the training opportunities available during the operational missions phase of deployments and has the potential to reduce the impact of skill decay, new personnel, equipment or mission requirements, and the time required for the unit to return to full readiness status at home station.

In addition to the improved training model, two templates related to the training model were developed. The first template developed was a Deployment Planning Template. Its purpose is to provide a deployment planning guide for units preparing for contingency operations. The second template developed was a Training Strategy Template designed to assist units, leaders, and training managers in the development of unit training plans and training resource planning. The Training Strategy Template portrays a notional brigade training strategy for all three phases of contingency operations support. It addresses the three training environments—virtual, live and constructive—and links the primary TADSS needed to support effective training by environment to specific training events and activities. The strategy also incorporates DL into training plans and programs.

In addition to the task identification and model/template development, the study objectives included making recommendations concerning training and training support strategies, policies and procedures. Throughout the course of the study, and more specifically during the survey of the existing body of knowledge on contingency operations in the 1990s, shortcomings in training and training support policies and procedures were identified. Shortcomings are directly related to the new operational environment and the operational pattern that has emerged in the past decade, and range from a lack of a unified Army-wide deployment training strategy to failing to properly field key training management tools. The eight specific recommendations include:

- Develop and promulgate training strategy based on a “Train as we operate” approach.
- Revise *How-to-Train* capstone field manuals.
- Integrate training in force structure/force sourcing decisions (link training planning and force planning).

- Link operational planning and training planning. Require the development and inclusion of Annex T–Training annex included in all future operations plan/operations orders (OPLAN/OPORDs).
- Develop training standards and include in training regulations.
- Man and equip units based on the training challenges of the new operational environment and operational patterns.
- Develop and provide training management enablers.
- Develop and promulgate an Army Deployed Training Support Strategy.

Utilization of Findings:

This report documents the process and the products of the study examining training support for units involved in deployments for contingency operations. The products of this study should assist U.S. Army leaders and training resource managers to better train units, staffs, leaders and soldiers based on the realities and challenges of the 21st century operational environment. Two of the study's products, the deployment training model and training strategy template, are being incorporated into the Army's next revision of its mounted brigade combat team's Field Manual (FM) 3-90.3 (DA, 2001d) Mission Training Plan and its reconnaissance, surveillance, and target acquisitions (RSTA) squadron's Army Training and Evaluation Program (ARTEP) 17-95F-40 (DA, 2001a) Mission Training Plan.

TRAINING MODEL FOR CONTINGENCY OPERATIONS

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Training Model for Contingency Operations

Introduction

The purpose of this study was to assist U.S. Army leaders and training resource managers to better train units, staffs, leaders and soldiers based on the realities and challenges of the 21st century operational environment. It was completed for the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), in support of a specific request made by the U.S. Army Training and Doctrine Command (TRADOC) for assistance in providing training support to Army ground forces preparing for, participating in, or returning from contingency operations. The study began by surveying the existing body of knowledge concerning U.S. military contingency operations and military deployments conducted in the 1990s. The purpose was to identify and codify full spectrum training and training resource requirements for units participating in contingency operations. The findings were then used to develop an improved training model and associated templates, and to recommend changes in current training policies and procedures.

The main body of the study report is organized into four sections. The first section, an Introduction and Background of the study, presents the study's purpose, goals and objectives. It answers the "why" question concerning the conduct of the study. The next section is a Process section, which presents the study's key tasks and explains how the survey was accomplished. It answers the "what," "how," and "who" questions concerning task accomplishment. The Results section contains the study's findings—the significant products derived over the course of the study. The last section of the report is the Recommendations section, which contains the study's recommended changes to current training policies and procedures. The study report also contains several appendixes. Appendix A contains a complete listing of the acronyms and abbreviations used in this study report. Appendix B presents the two major products of the study, and Appendix C contains deployment training and training support aids for use by leaders and training resource managers supporting current and future contingency operations. The aids in Appendix C include a developmental outline of a training annex and a sample theater-specific training annex for a contingency operation plan/order. Both the outline and the sample training annex were developed based on actual operational deployment training experiences and should be a great benefit to future contingency training plans and strategies.

Background

In recent years, the U.S. military has taken part in a growing number of military operations other than war—operations designed to provide humanitarian aid, separate warring parties or otherwise force an end to hostilities, or monitor an existing peace agreement. As the number of such missions has increased, so have the resources that the United States devotes to them. That increase reflects international geopolitical changes since the end of the Cold War as well as changes in U.S. foreign and national security policies. Because of those changes, and because the United States can deploy its military forces to far-flung locations, the nation is now extensively involved in peace operations worldwide (Infowar.com, 1999, Chapter I, para 1).

Throughout U.S. military history, the operational pattern for the employment of military forces has included conducting contingency operations and their associated deployments to fight and win our nation's wars. From the Minute Men of the American Revolution, to the cavalry forces that helped secure the west, and throughout the half-century "10 divisions in 10 days" Cold War, U.S. military forces have been required to maintain their readiness and deploy to conflicts with preparation times measured in days and hours. But the combined effects of winning the Cold War, of facing the challenges of a divergent operational environment, and of responding to changes in U.S. national and military strategy, have resulted in the emergence of a new operational pattern that is having significant effects on the Army. The new operational pattern requires forces to be strategically responsive and dominant across the full spectrum of conflict, ranging from support to civilian agencies, to peacekeeping and peace enforcement, to small-scale contingencies, and ultimately participation in a major theater war. Three key effects of the new operational pattern include increases in U.S. military forces' operational tempo, extended mission durations, and expanded mission and task requirements.

The decade of the 1990s saw a significant increase in both the frequency of contingency operations and in numbers of deployed military forces. During the period 1990-2000 there were over 130 military contingency operations, most involving military force deployments. On any given day, the U.S. Army had over 30,000 soldiers deployed to 70-plus nations (see Figure 1). By comparison, throughout the previous Cold War period, from 1950 through 1989, there were only 70 military contingency operations. This represents a 300% increase in the frequency of operations and deployments (Federation of American Scientists, 2001).

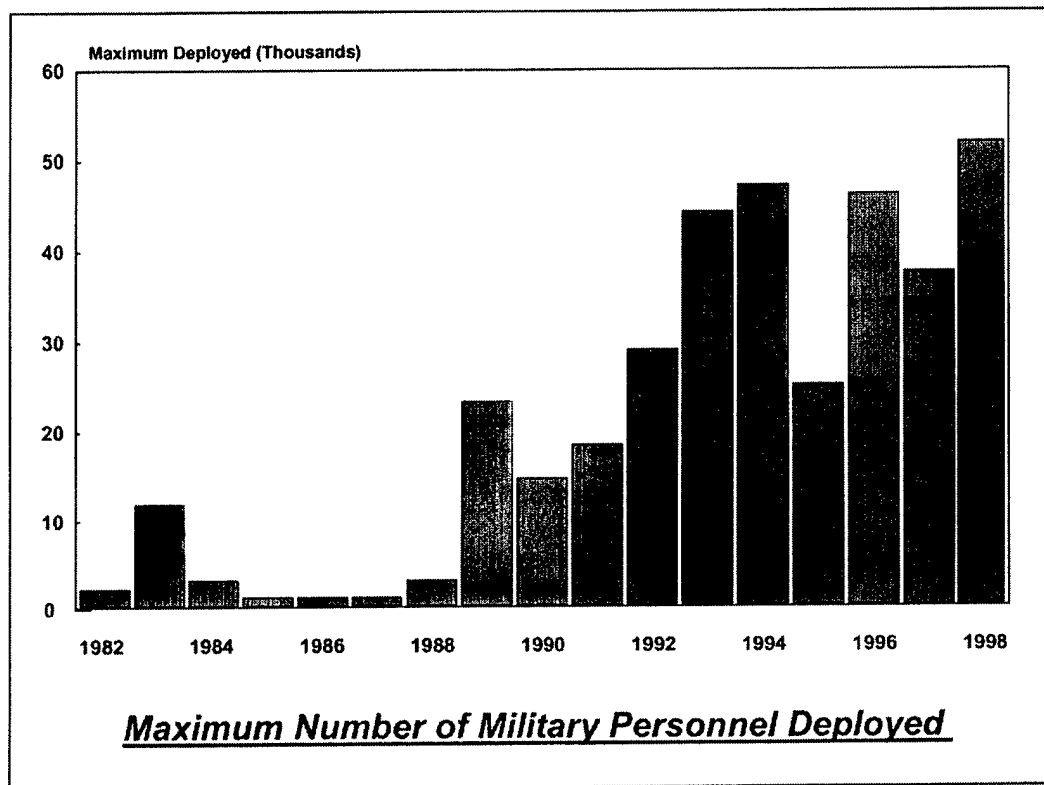


Figure 1. Contingency operations in the 1990s (Congressional Budget Office, 1999, December 3, chap. 1, sect. 3).

The new operational pattern requires mid- to long-term force commitments involving significant numbers of military forces on a continuous and rotational basis. Contingency operations like *Desert Shield*, the defense of Saudi Arabia, evolved into *Operation Desert Storm*, the liberation of Kuwait. From *Operation Desert Storm* emerged *Operation Provide Comfort*, the humanitarian support to the Kurds, and *Operations Intrinsic Action* and *Desert Falcon/Desert Thunder*, the long-term tactical commitments to Kuwait, Saudi Arabia, and Bahrain. Contingency operations in Somalia (*Restore Hope*) in 1992 and Haiti (*Uphold Democracy*) in 1994 were originally short-term operations that continued throughout much of the 1990s. Contingency operations in Bosnia-Herzegovina (*Joint Forge*), and Kosovo (*Joint Guardian*) are continually evolving and forecasted to extend through 2005 (Army News Service, 2000). America's most recent contingency, *Operation Enduring Freedom* in Afghanistan, is predicted to last several years and require the deployment of numerous military organizations and thousands of personnel.

The new operational pattern introduces additional missions and tasks. Units supporting contingency operations are expected to perform multiple missions and associated tasks that range across the entire spectrum of conflict, at nearly the same time, and in the same location. The graphic in Figure 2 was taken from the Army's latest version of Field Manual (FM) 3-0 (Department of the Army [DA], 2001b). It depicts this transition to an expanded mission list and near-simultaneous full spectrum requirement.

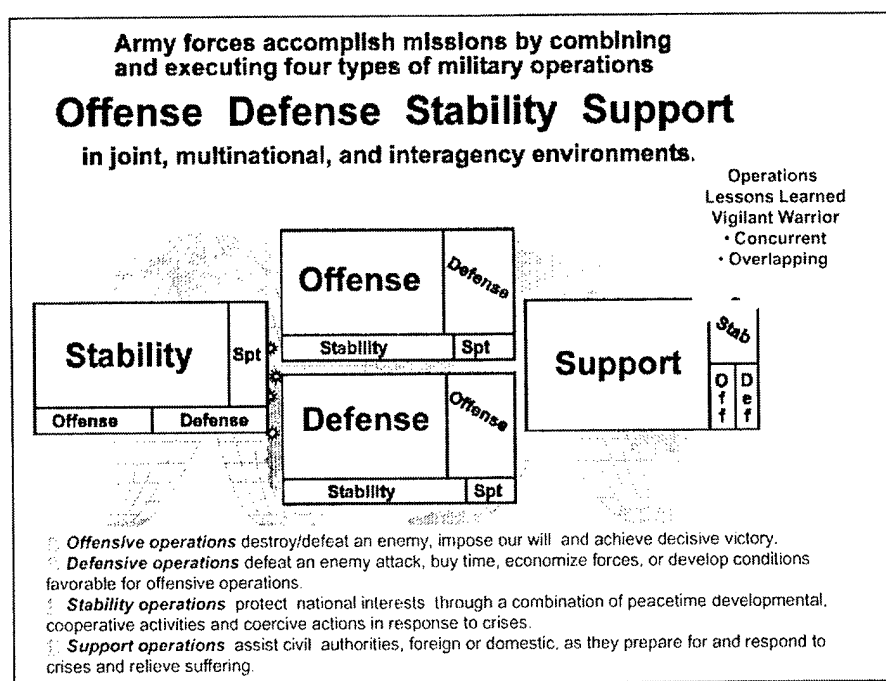


Figure 2. Expanded missions—full spectrum requirements.

A direct effect of this expanded mission list is an increased array of training and training support requirements. The increased scope of training has added additional training requirements to unit battle-focused Mission Essential Task List (METL) training plans, which are already restricted by limited time, personnel shortages, inadequate training support resources, and outdated tactics, techniques, and procedures (TTP).

The collective effect of this new operational pattern has created need for changes in existing training paradigms in the areas of training management and training support. Lockstep and sequential unit training strategies and training support resources developed to achieve battle-focused METL task proficiency have been found wanting and quickly discarded by alerted units. In addition, the unprecedented number of deployments was accomplished by a significantly smaller active component (AC) Army and required increased numbers of National Guard and Reserve Forces, often task-organized outside their habitual AC training relationships. The training paradigm invalidation was formally recognized in TRADOC Kosovo Forces/Stability Forces (KFOR/SFOR) reports and Army Training Support Center (ATSC) reports, which listed the following shortfalls in training management and support (ATSC, personal communication, January 3, 2000).

- Units do not have necessary training tools at appropriate time.
- Due to increased operational tempo and personnel turbulence associated with deployment, current training and training support processes and procedures are not adequate to manage training.
- Training support has been too reactive, often coming well after the time when it is required or not at all.
- A standardized model or "template" for training support for pre-deployment, sustainment, and recovery training is lacking and needs to be developed.

The effects of the new operational pattern on training are summarized in Figure 3.

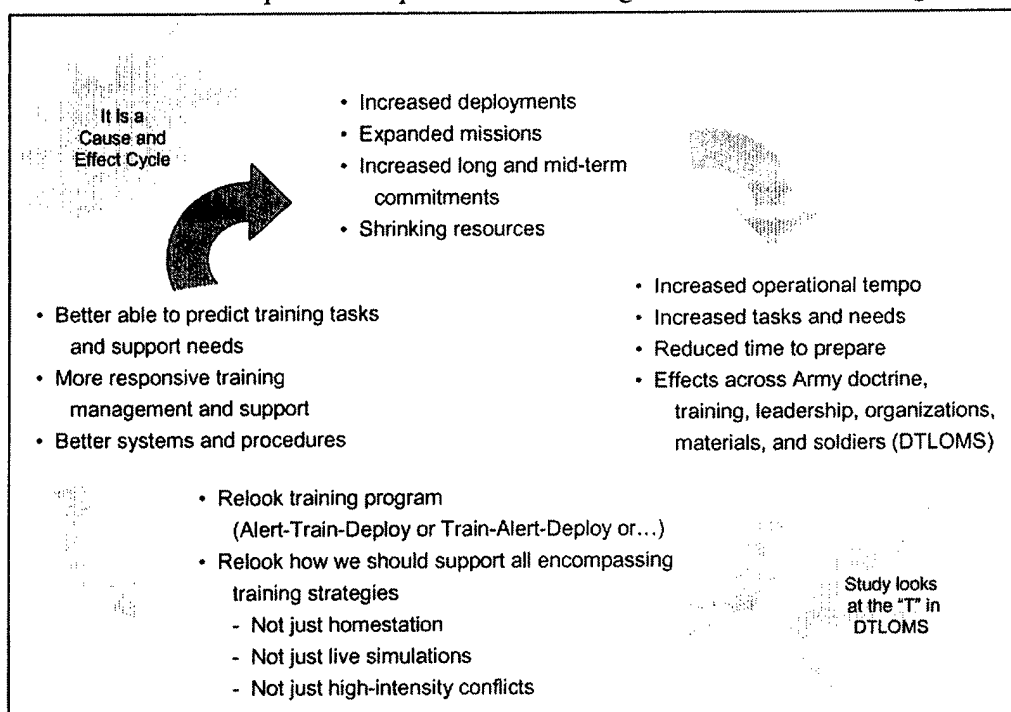


Figure 3. Effects of the new operational pattern.

Objectives

This study provides a review of the effects of the new operational pattern on how Army ground maneuver units train throughout their contingency operations participation. It also examines how leaders and training resource managers can better manage, and conduct and support unit, staff, leader and individual training throughout the contingency support timeframe. The study goals are as follows:

- To assist commanders and staff officers in the development of unit training strategies as they prepare for, participate in, or return from contingency operations.
- To assist training resource managers in their efforts to better support the training strategies developed by units preparing for, participating in, or returning from contingency operations activities.

In support of these two goals, the study has three objectives:

- To identify training needs and available training support resources for units preparing for, participating in, or returning from contingency operations.
- To develop an improved unit training model, including recommended plans and procedures for units preparing for, participating in, or returning from contingency operations.
- To design and develop notional training templates for units preparing for, participating in, or returning from contingency operations.

Process

The study was accomplished with input from middle-level (O-5/LTC equivalent) management representatives from the Department of the Army, several Army major commands and agencies including Forces Command (FORSCOM), the 7th Army Training Command (ATC)/United States Army Europe (USAREUR), TRADOC, U.S. 18th Airborne Corps, U.S. III Corps, U.S. V Corps and ATSC. The breadth and depth of experience among these persons was essential to ensure consideration of all aspects of the train-alert-deploy model and the complexities of near-simultaneous full spectrum operations requirements.

The study consisted of three principal tasks, as depicted in Figure 4.

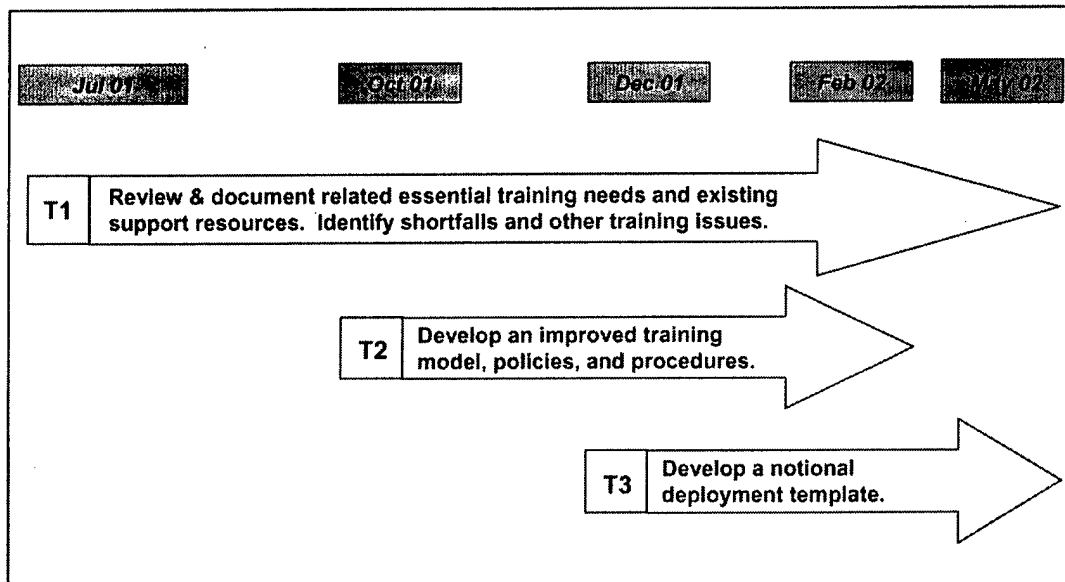


Figure 4. Key study tasks timeline.

The underpinnings of the study's products and recommendations were the Army's primary mission statement and its key warfighting and training concepts as established in its capstone field manuals. The Army's primary mission is "...to organize, train, and equip its forces to fight and win the nation's wars and achieve directed national objectives. Fighting and winning the nation's wars is the foundation of Army service—the Army's nonnegotiable contract with America" (DA, 2001c, p. 21).

The Army's key warfighting concepts are derived from its mission statement and guidance from other national military command sources (e.g., Secretary of Defense, Chairman of the Joint Staff, the U.S. National Defense Strategy). They include:

- Projecting mission-tailored forces capable of decisive operations immediately on arrival (Offense and Defense).
- Conducting operations in a more parallel, continuous, and seamless manner (vice sequential, scheduled, and segmented).
- Projecting forces rapidly and potently to stop aggression, killing, dying, and suffering (Stability and Support).

The Army's key training concepts, supportive of its mission and warfighting concepts, include the following:

- Units should train and sustain skills, deploy, execute, and succeed in full spectrum operations as part of a joint and multi-national force.
- The training model for initial entry forces is: train, alert, deploy immediately, and conduct operations.
- The training model for follow-on forces includes conducting pre- or post-deployment training and mission rehearsal exercises based on time and other resources/factors.

- The link between operational missions and training is the METL development process. Commanders focus their METL, training time, and resources on combat tasks, unless directed otherwise.

These fundamental elements of Army philosophy and doctrine shaped and guided the work on the three study tasks, as described in the following paragraphs.

Identification of Related Essential Tasks and Existing Support Requirements

The study began with a review of the existing body of knowledge to identify training needs and training resource requirements of units preparing for, participating in, or returning from contingency operations. The scope of the review was limited to ground maneuver forces at the task force level. The review's timeframe included pre-deployment, during deployment, and redeployment periods, and had two areas of focus:

- Identifying a core of tasks that could be considered essential across the majority of the spectrum of conflict, which the study team designated as *related essential training tasks*.
- Identifying required training support resources needed to train the related essential training tasks. Training support resources, including training aids, devices, simulators, and simulations (TADSS), were limited in scope by the study team to primary TADSS—those having a significant impact or role in the execution of training.

To identify the related essential training tasks, a review of information on U.S. military contingency operations and deployments in the 1990s was conducted. Also, information-gathering visits were conducted with experienced military leaders and training support managers. The study's key task sources included:

- U.S. National Defense Strategy.
- Army Capstone FMs.
- Army Universal Task List (AUTL).
- Combined Arms Training Strategy (CATS).
- 7th Army Training Command (ATC) sources and deployment experiences.
- Initial Brigade Combat Team's (IBCT) Training Strategy and Centralized Task Lists.
- U.S. Army Armor Center's Mounted Training Strategy.

The results were synthesized using a task crosswalk approach to derive and codify a consolidated list of related essential training needs. The task crosswalk approach began with identification of the essential tasks and subtasks established in the Army's Capstone Field Manual (FM) 1 (DA, 2001c) and FM 3-0 (DA, 2001b). The study team then compared those tasks with other key task sources to include other Army Capstone FMs (e.g., FM 100-23, *Peace Operations* [DA, 1994] and AR 350-1, *Army Training* [DA, 1983]). The task crosswalk approach resulted in the identification of three categories of tasks: those that apply across the majority of the full spectrum of conflict, those that apply across the majority of the spectrum but under varying conditions dependent on the operational mission, and new tasks resulting from the new operational environment and operational pattern (see Figure 5).

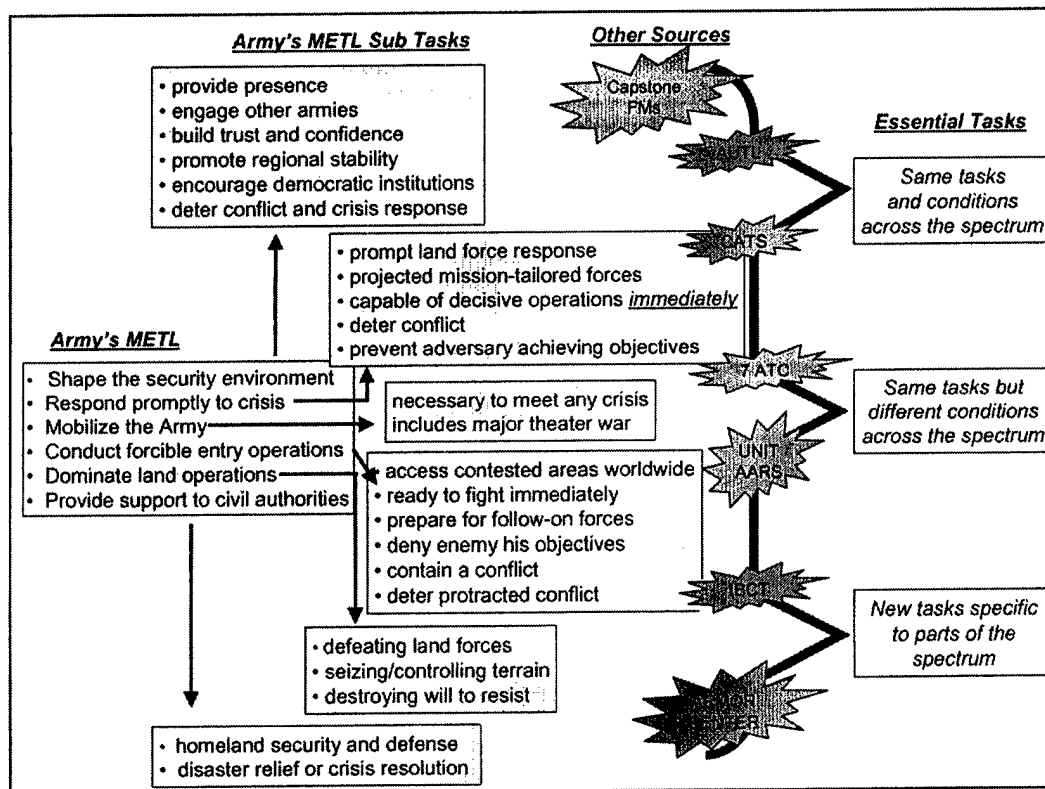


Figure 5. Task crosswalk approach for identification of related essential training tasks.

The task crosswalk approach led to the development of *related essential full spectrum* (REFS) task matrixes (see Tables 1 and 2).

Table 1 contains collective REFS tasks, the core set of collective training requirements for the majority of contingency operations. The military operations contained in the table include Offense, Defense, Peace Enforcement (PE), Peacekeeping (PK), and Support (SP). The military echelons represented in the table include battalion (Bn), company (Co) and platoon (Plt). A "yes" input in a table field means the task is required by that military operation and at that specific tactical echelon. For example, the REFS collective task "Ambush" is a required task in offense, defense, and peace enforcement operations at the company and platoon echelon. The task "Ambush" is not a peacekeeping requirement, nor is it a battalion echelon task. The "Relation" field in the table pertains to the task relationship across the full spectrum of operations. If a task is required in the majority of military operations, then the full spectrum relationship is rated "High." The tasks rated as "High" in the table should be considered for inclusion in METL development and training plans.

Similarly, a staff REFS task matrix defining the core set of staff training requirements for the majority of contingency operations was developed and is depicted in Table 2. Again, the military operations contained in the table include Offense, Defense, PE, PK and SP.

Table 1

REFS Collective Tasks

REFS Collective Tasks	Operations								
	Offense	Defense	PE ^a	PK ^a	SP ^a	Echelon			Relation
						Bn ^a	Co ^a	Plt ^a	
Ambush	Yes	Yes	Yes	No	No	No	Yes	Yes	High
Assault	Yes	Yes	Yes	No	No	No	Yes	Yes	High
Attack	Yes	Yes	Yes	No	No	Yes	Yes	Yes	High
Attack Opportunities	Yes	No	Yes	No	No	Yes	Yes	No	Medium
Conduct Battle-handoff	Yes	Yes	Yes	No	No	Yes	No	No	High
Breach Obstacles	Yes	No	Yes	No	No	Yes	Yes	Yes	Medium
Capture and Process Criminals	No	No	Yes	No	Yes	Yes	Yes	Yes	Medium
Conduct Casualty Evacuation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	High
Combat Terrorism	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	High
Conduct Joint Air Attack Team	Yes	Yes	Yes	No	No	Yes	No	No	High
Conduct Patrols	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	High
Establish Zone of Separation Ops	No	No	Yes	Yes	No	Yes	Yes	Yes	Medium
Conduct Convoy Security	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	High
Counterattack	No	Yes	No	No	No	Yes	Yes	No	Medium
Conduct CSS Ops	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	High
Defend	Yes	Yes	Yes	No	No	Yes	Yes	Yes	High
Delay	No	Yes	Yes	No	No	Yes	No	No	Medium
Deploy by Air	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	High
Employ Non-Lethal Weapons	No	No	Yes	No	No	Yes	Yes	Yes	Medium
Employ Rules of Engagement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	High
Establish Checkpoints	No	No	Yes	Yes	Yes	No	Yes	Yes	Medium
Implement Treaty Terms	No	No	Yes	Yes	No	Yes	Yes	Yes	Medium
Inspect Weapons Storage Sites	No	No	Yes	Yes	No	No	Yes	Yes	Medium
Move Tactically	Yes	Yes	Yes	No	No	Yes	Yes	Yes	High
Conduct Movement to Contact	Yes	Yes	Yes	No	No	Yes	Yes	Yes	High
Conduct NBC Operations	Yes	Yes	Yes	No	No	Yes	Yes	Yes	High
Operate Combat Systems	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	High
Conduct Passage of Lines	Yes	Yes	Yes	No	No	Yes	Yes	Yes	High
Prevent Unauthorized Training of Belligerents	No	No	Yes	Yes	No	Yes	Yes	Yes	Medium
Provide Overwatch	Yes	Yes	Yes	No	No	No	Yes	Yes	High
Provide Secure Environment	No	No	Yes	Yes	No	Yes	Yes	Yes	Medium
Quick Reaction Force Operations	No	No	Yes	Yes	No	Yes	Yes	Yes	Medium
Conduct Raids	No	Yes	Yes	No	No	Yes	No	No	Medium
Resettle Civilians	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Medium
Conduct Riot Control	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Medium
Conduct Route Security	No	Yes	Yes	Yes	No	Yes	Yes	No	High
Stop Civilian Suffering	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Medium
Support/Synchronize Gov't Agency and Non-Gov't Agency Efforts	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Medium

^aPE=Peace Enforcement, PK=Peacekeeping, SP=Support, Bn=battalion, Co=company, Plt=platoon

A “yes” input for a task means that the task is required by that military operation. For example, the REFS staff task “Direct Fires” is a required staff task in offense, defense and peace enforcement operations, but is not a peacekeeping requirement. The “Relation” column in the table pertains to the task relation across the full spectrum of operations. If a task is required in the majority of military operations, then the full spectrum relationship is rated “High.” The tasks rated as “High” in the table should be considered for inclusion in staff METL development and training plans.

Table 2

REFS Staff Tasks

Essential Staff Tasks	Operations					
	Offense	Defense	PE ^a	PK ^a	SP ^a	Relation
Maneuver the Force	Yes	Yes	Yes	No	No	High
Direct Fires	Yes	Yes	Yes	No	No	High
Plan/Conduct Force Protection	Yes	Yes	Yes	Yes	Yes	High
Deploy the Force	Yes	Yes	Yes	Yes	Yes	High
Conduct Tactical Movements	Yes	Yes	Yes	No	No	High
Detect Targets	Yes	Yes	Yes	No	No	High
Decide Targets	Yes	Yes	Yes	No	No	High
Employ Air Defense Artillery Assets	Yes	Yes	Yes	No	No	High
Process Aerial Targets	Yes	Yes	Yes	No	No	High
Conduct Mobility Operations (Ops)	Yes	No	Yes	No	No	Medium
Conduct Survivability Ops	Yes	Yes	Yes	No	No	High
Conduct Command Posts Ops	Yes	Yes	Yes	Yes	Yes	High
Plan and Execute Ops	Yes	Yes	Yes	Yes	Yes	High
Conduct Continuous Ops	Yes	Yes	Yes	No	No	High
Crisis Action Planning	Yes	Yes	Yes	No	No	High
Develop Info Ops Plans	Yes	Yes	Yes	Yes	No	High
Plan/Coord Civilian/Military Ops	Yes	Yes	Yes	Yes	Yes	High
Report	Yes	Yes	Yes	Yes	Yes	High
Process/Produce Intelligence	Yes	Yes	Yes	Yes	No	High
Analyze Mission	Yes	Yes	Yes	Yes	Yes	High
Conduct IPB	Yes	Yes	Yes	Yes	No	High
Develop Course of Action	Yes	Yes	Yes	No	No	High
Plan & Coordinate R&S Ops	Yes	Yes	Yes	Yes	Yes	High
Develop an OPORD	Yes	Yes	Yes	Yes	Yes	High
Analyze Targets	Yes	Yes	Yes	No	No	High
Plan and Conduct Public Affairs Activities	Yes	Yes	Yes	Yes	Yes	High
Plan and utilize CSS Assets	Yes	Yes	Yes	No	No	High
Plan for Dislocated Civilians	Yes	Yes	Yes	Yes	Yes	High
Conduct Logistical Planning	Yes	Yes	Yes	Yes	Yes	High

(table continues)

Table 2 (continued)

Essential Staff Tasks	Operations					
	Offense	Defense	PE ^a	PK ^a	SP ^a	Relation
Conduct Battle Tracking	Yes	Yes	Yes	Yes	Yes	High
Develop Staff Estimates	Yes	Yes	Yes	No	No	High
Provide Command and Control	Yes	Yes	Yes	No	No	High
Maintain Communications	Yes	Yes	Yes	Yes	Yes	High
Establish the Command Post	Yes	Yes	Yes	Yes	Yes	High
Move the Command Post	Yes	Yes	Yes	Yes	Yes	High
Operate Trains	Yes	Yes	Yes	Yes	Yes	High
Coordinate for CSS Spt	Yes	Yes	Yes	Yes	Yes	High
Coordinate/Synch ADA Assets	Yes	Yes	Yes	No	No	High
ADA Protection of Key Assets	Yes	Yes	Yes	No	No	High
Coordinate Eng Resources	Yes	Yes	Yes	No	Yes	High
Plan for Use of Obstacles	No	Yes	Yes	No	No	Medium
Conduct Rehearsals	Yes	Yes	Yes	Yes	No	High
Coordinate Medical Evacuation	Yes	Yes	Yes	Yes	Yes	High
Provide Personnel Spt	Yes	Yes	Yes	Yes	Yes	High
Coordinate Joint & Multinational Ops	Yes	Yes	Yes	Yes	Yes	High
Integrate BOS	Yes	Yes	Yes	No	No	High

^aPE = Peace Enforcement, PK = Peacekeeping, SP = Support

The task crosswalk approach also led to the identification of key sources of leader, individual, and crew tasks. For offensive and defensive operations, the best source for essential leader, individual, and crew tasks is CATS and its associated Automated Systems Approach to Training (ASAT) database. Combined Arms Training Strategy, through the ASAT database, performs the monumental job of linking leader, staff, crew and individual tasks to specific warfighting tasks for each tactical echelon. Leaders and training resource managers should use CATS as the primary reference and start point for determining leader, staff, crew and individual training requirements for inclusion in unit training strategies.

However, for leader and individual full spectrum tasks, the better sources are the 7th ATC resources and the IBCT training strategy. CATS is warfighting-centric and at the time of the study did not include stability and support tasks. While CATS is the best source for warfighting tasks, its failure to include any discussion of stability and support tasks makes it inferior to 7th ATC sources/IBCT concerning full spectrum tasks/requirements. The 7th ATC sources and IBCT sources consider and include all four operational mission areas in their task lists. Figure 6 depicts the essential full spectrum leader and individual tasks found in those sources.

Related Essential Full Spectrum Leader Tasks	
Rules of Engagement	Meaning of Combat Power
Rules of Engagement/Graduated Response	Conduct and Nature of War
Status of Forces Agreement	Situational Awareness
Casualty Evacuation	Fires and Effects
Combatives	Combat Service Support Reach Back
Non-lethal Weapons Employment	Deploy the Brigade
Risk Assessment/Risk Management	Small Scale Contingencies Environment
Political/Military Seminar	Sniper Employment
Air Ground Coordination	Military Operations on Urbanized Terrain (MOUT)
Negotiation Techniques	Adaptive Leadership
Compel Compliance	Create Cohesive Teams
Resolve Conflict	Building Competence based Confidence
Conduct Bilateral Meetings	Critical and Creative Thinking
Deal with Media	Command, Control, Communications, Computers, and Intelligence Surveillance and Reconnaissance (C4ISR)—Network Centric Warfare and Internetted Combat Arms
Related Essential Full Spectrum Individual Tasks	
Common Tasks	Full Spectrum Individual Theater-specific Tasks
Weapons Qualification	Media Awareness
Mask Confidence	Country Orientation
Common Task Training	Rules of Engagement
Briefings in Subversion and espionage directed against the Army, operational security, Anti-fratricide, Law of Land Warfare, Code of Conduct, and Family Member Assistance	Anti-terrorism/Force Protection Level 1, Category 2 Pre-deployment Awareness Training in accordance with Department Of Defense 2000.16
Medical Evacuation Procedures—Medical Treat and Medical Self-Aid/Buddy Care	Driver Training and Licensing (Mandatory for all soldiers; for civilian only if duties require)
Cold Weather/Hot Weather Training	Mine Awareness
Accident Prevention	Situational Awareness

Figure 6. Essential full spectrum leader and individual tasks.

Once the related essential training tasks were identified, the study team efforts shifted to its second area of focus, the identification of current training support resources needed to train those tasks in the live, virtual, and constructive environments. The Army's traditional training method has been to execute training in the live environment as the primary means of training. However, decreasing resources, environmental constraints, and the increasing amount of land required by advances in mobility and weapons ranges limits the Army's ability to effectively execute training in the live environment. Together with the requirement to execute training and mission rehearsal exercises for joint, multi-national and multi-agency participants, conducting full spectrum operations under divergent conditions worldwide, these factors prohibit continued reliance on the live environment and have led to an expanding virtual and constructive environment training focus. In addition to primary TADSS, training aids and simulations that leverage innovations in

information age technology to blend live, virtual and the constructive environments were identified. The TADSS identification was accomplished by combining literature searches for relevant information concerning training support resources with visits with key training resource managers throughout TRADOC to include the ATSC and the 7th ATC.

The study found a myriad of primary TADSS to support training in the live, virtual, and constructive environments. There are also TADSS under development that will support training in the near future. The more relevant current and developmental TADSS for use in live training environments include:

- Multiple Integrated Laser Engagement System (MILES, MILES 2000 and MILES XXI) is a direct fire, air defense, and casualty assessment tactical engagement simulator supporting collective maneuver training from individual through brigade.
- Tank Weapons Gunnery Simulation System (TWGSS) and Precision Gunnery Simulation (PGS) is a vehicle-appended precision gunnery trainer that facilitates day/night precision gunnery training and tactical force-on-force maneuver training for tanks and Bradley Fighting Vehicle (BFV).
- Deployable Instrumented Training System (DITS) is the USAREUR 7th ATC adaptation of the Gunner and Maneuver Exercise (GAMER) system developed by Saab Training Systems. DITS is a highly mobile instrumented system that provides area weapons effects, command and control (C2), and during and after action review. It is capable of connecting vehicle platforms, dismounts, and simulated targets together in a live training environment.
- Enhanced Remote Target System (ERETS) and Portable Remoted Target System (PRETS) are computer-based systems used on standard ranges Army-wide. The ERETs and PRETS will be replaced by a new generation of Army target systems (NGATS).
- One-Tactical Engagement Family of Simulation Systems (OneTESS) is a near future family of Tactical Engagement Simulation systems that support precision live Force-on-Force (FOF) and Force-on-Target (FOT) training exercises at Brigade and below, in all battlefield operating systems at homestation, maneuver Combat Training Centers (CTCs), and deployed sites.
- Common Training Instrumentation Architecture (CTIA) is training instrumentation architecture for use at CTCs, homestation, and deployed training locations. The CTIA will provide seamless integration of combat systems, training devices, virtual and constructive simulations into a seamless training environment. A major component of the CTIA will include Homestation Integrated Training System (HITS) for homestation training preparation for deployments and DITS-like deployable training instrumentation components to provide support while deployed.

Virtual training uses computer-generated battlefields in simulators that accurately portray the physical layout of tactical weapons systems and vehicles. Virtual training permits units to repeatedly maneuver over areas without environmental and safety restrictions, and at significant resource savings. Leaders, soldiers and units can conduct multiple repetitions through Situational Training Exercise (STX) lanes in the same time it takes to conduct one repetition in a live environment. The virtual environment also provides a cost-effective method to teach and

sustain individual and crew systems fighting skills. The following primary TADSS currently support training in the virtual environment:

- Combined Arms Tactical Trainer (CATT) family of simulators includes the Close Combat Tactical Trainer (CCTT) for armored and mechanized forces, the Engineer CATT (ENCATT), Fire Support CATT (FSCATT), and Air Defense CATT (ADCATT) simulators. The CATT supports the complete ground maneuver task force in a virtual Field Training Exercise (FTX), STX, and Command Post Exercise (CPX) mode from platoon through brigade levels. Mobile CCTT components are van- or container-mounted and transportable.
- The Engagement Skills Trainer (EST) and associated derivatives are training tools for individual and crew-served weapons qualification. They support training the fundamentals of marksmanship and provide practice time before going to the zero and qualification ranges. The EST supports the M16A2, the M9, the M249, the M203, the AT4, and the MK19. It uses the individuals' issue weapons that have been converted to work with the system. Conversions include invisible lasers to show where the soldier points the weapon and sensors inside the weapon to detect how the soldier is using it.
- Advanced Gunnery Training Simulator (AGTS) and Conduct of Fire Trainer (COFT) and Abrams Full-Crew Interactive Simulation Trainer (AFIST) supports training in precision and degraded gunnery skills for the Abrams M1A1, M1A2, and M2/M3A3 individual crewmen, crews, sections, and platoons.

Constructive training uses computer models and simulations to exercise the command and staff functions of units from platoons through corps. They permit commanders and staffs to "crawl and walk" through the training and execution of their operational tasks without wasting the time of large numbers of soldiers. The following primary TADSS currently support training in the constructive environment (or will in the near future):

- Janus supports battle-focused training of ground maneuver forces from platoon to brigade level and for command and battle staff training at battalion and brigade.
- Brigade/Battalion Simulation (BBS) supports training of combat maneuver commanders and staffs at brigade and battalion levels. BBS permits brigade and battalion commanders and their battle staffs to practice decision-making skills in a realistic, multi-threat, time-stressed combat environment.
- Corps Battle Simulation (CBS) supports training for division through theater level forces and Combat Service Support Tactical Simulation System (CSSTSS).
- Digital Battle Staff Trainer (DBST) is a recently designed simulation system that can stimulate the various Army Battle Command Systems (ABCS) and can interface with CBS and the 7th ATC DITS.
- Joint Deployment and Logistic Model (JDLM). The JDLM is a deployment-training model approved by the Chief of Staff of the Army to be used with Battle Command Training Program (BCTP). It can be used to train units from homestation to line of departure/contact. All transportation modes are represented and it includes worldwide geographic locations, real world airways, sea-lanes, and roads. It has robust unit management and reporting capabilities and can be used as a force projection-training

tool to include Mobilization, Deployment, and reception, staging, onward movement, and integration (RSOI). It has operational views and potential C2 use.

- WARSIM 2000 is the Army's next generation C2 training simulation system. It will support the training of unit headquarters and command posts from battalion through theater level in joint and combined scenarios. The WARSIM will also provide command post training events in institutional training. The WARSIM 2000 will replace CBS and other higher echelon simulations.
- Synthetic Theater of War (STOW) links virtual and constructive simulations with live exercises at CTCs.
- One Semi-Automated Forces (OneSAF) is a near future computer-generated force (CGF) simulation that can represent a full range of operations, systems, and control processes from the individual combatant and platform level to battalion level. It will accurately and effectively represent specific activities of command, control, communications, computers, and intelligence (C4I), combat support (CS), and combat service support (CSS). It will also employ appropriate representations of the physical environment and its effect on simulated activities and behaviors. It was designed to integrate the best features of existing CGFs such as Modular Semi-Automated Forces (ModSAF) and the CCTT SAF.

In addition to the existing and planned primary TADSS, current and near-term distance learning (DL) training support initiatives are leading to a revolution in training, bringing about a new training paradigm built upon the following characteristics:

- Keeps leaders and soldiers in their units and homestations—bring training and subject matter experts to the unit, leader, and soldier.
- Is flexible and accessible—"just in time" training available 24 hours a day, every day of the year.
- Leverages information age technologies—satellite, Internet and audio/video tele-technology to blend the live, constructive, and virtual training environments.
- Utilizes the advantages of multi-media technologies to enhance the learning environment—incorporates streaming audio/video products, provides hypertext references and robust animation.
- Fully supports the military's new operational pattern—deployable DL classrooms readily support more frequent, shorter notice deployments, extended mission duration times, and the increased dependence on Reserve Component forces.

Current distant learning opportunities support training in the following areas:

- Basic individual and collective skills training for combat, CS, and CSS tasks.
- Specialized training in numerous complex highly technical individual tasks.
- Collective and individual battle staff training.
- Professional institutional courses.

The DL training medium is supported administratively through the Total Army Distance Learning Program (TADLP) website at <http://www.tadlp.monroe.army.mil>. This site provides direct access to a wealth of information concerning available DL facilities, catalogs of available courses, enrollment procedures and links to personnel in charge of DL resources and administration. Distance learning resources are currently playing significant roles in the training strategies of U.S. forces deployed in the Balkans. A second-generation DL campus prototype is currently being fielded there (Maj P.J. Slowey, personal communication, February 2, 2002).

Training Model and Template

The goal of Tasks 2 and 3 was to develop a training model and associated templates usable across the full spectrum of conflict. For study purposes, a model is defined as a proven pathway for the successful accomplishment of a complex task or mission. The proven pathway is built upon a foundation of experiences of previous attempts to accomplish similar tasks or missions. Again for study purposes, a template is defined as a more detailed explanation of a branch, segment or subsystem of a given model. The purposes for the training model and templates included the following:

- To provide leaders and managers with common tools to better understand, develop, and communicate their respective training and resource strategies.
- To provide a basis for making sound training management decisions.
- To facilitate repetition of similar training processes.
- To formalize the deployment training processes so that the processes can be refined and improved over time.

The study's model and template development took into account the deployment cycle as depicted in Figure 7. This depiction of the cycle reflects the three distinct deployment phases and includes the major tasks and activities that define each phase. The figure also depicts the timeline ranges of each phase and the continuous nature of deployments, a key characteristic of the new operational pattern.

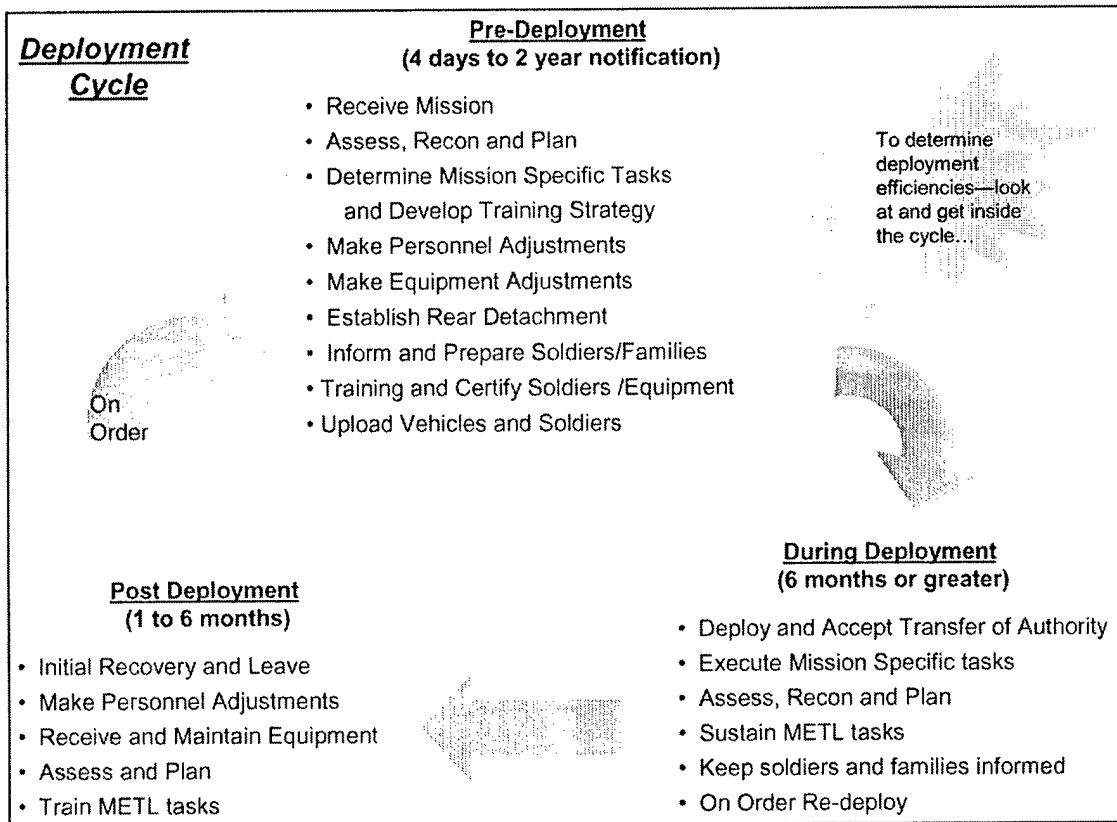


Figure 7. The deployment cycle.

The training model development process was a team effort and melded together several Major Army Command (MACOM) training models. The key models melded together included the FORSCOM model, the 7th ATC/USAREUR model, and the new TRADOC model found in the revised FM 7.0/7.1 (DA, 1988; 1990) and labeled “Adaptive To New Operational Environment.” The improved training model and its associated templates are presented in the following paragraphs of the report.

Results

The study’s results are captured in two major products:

- Training Model and Template.
- Recommendations to improve training strategies, policies, and procedures.

Training Model and Template

The improved training model developed in this study replaces the old “train, deploy, conduct operations, redeploy, and train to regain METL proficiencies” model. The new model calls for deploying units to train, deploy, train while conducting operations, redeploy at a higher level of proficiency, and complete METL training to achieve unit readiness. The improved model recognizes and makes use of the training opportunities available during the operational

missions phase of deployments and has the potential to reduce the impact of skill decay, new personnel, equipment or mission requirements, and the time required for the unit to return to full readiness status at homestation (see Figure 8).

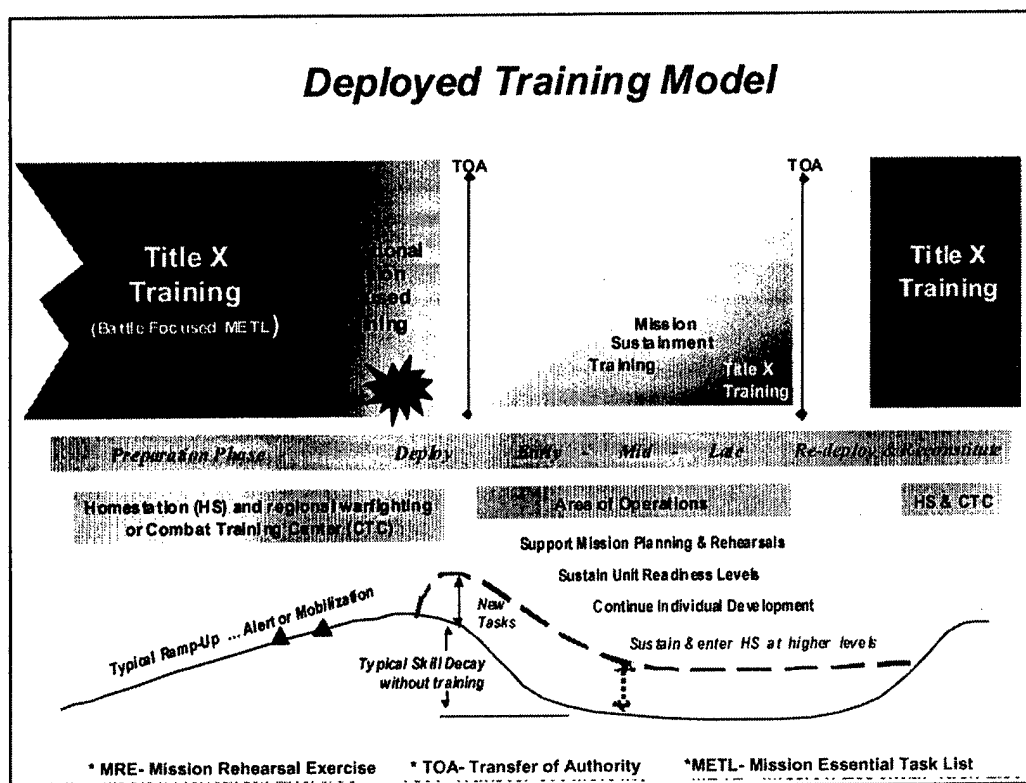


Figure 8. Improved training model.

As shown in Figure 8, the major elements of the improved model include Title X Training, Operational Mission-Focused Training, Mission Sustainment Training, and the Mission Rehearsal Exercise:

- *Title X Training* refers to the battle-focused METL training requirements for individuals, leaders, staffs, and units ensuring that forces are prepared to fight and win high-intensity conflicts. Unit training strategies are built upon and are resourced based on Title X training requirements. When units are alerted for short-notice operational deployment, they first train and certify Title X requirements before shifting efforts and resources to operational mission-focused training requirements. During some point in the operational mission—usually about halfway through—units return to training Title X requirements. Training shifts from mission sustainment to offsetting small unit skill decay of warfighting skills. This shift in training focus serves to sustain units at higher levels of warfighting readiness by training tasks, which in the old training model had been deferred until units redeployed to homestation.
- *Operational Mission-Focused (OMF) Training* is planned and executed on order in preparation for deployment to a specific contingency operation. The OMF training is based on specific missions and tasks established in guidance from higher, taken from existing orders (implied or specified) or briefings concerning a specific contingency

operation. The improved model indicates that OMF training begins at homestation and continues through the early and middle timeframe of the unit's deployment.

- *Mission Sustainment Training (MST)* is OMF training conducted in theater to sustain OMF skills. The focus of MST is on OMF skills, force protection skills, and common soldier skills that are needed, but not performed on a routine basis or as part of ongoing operations. Examples of MST training include individual weapons marksmanship, crew systems weapons proficiency, and use of non-lethal munitions.
- The *Mission Rehearsal Exercises (MRE)* is a critical element of the model. An MRE incorporates METL training and brings the elements of the specific operational mission and operational area into the training environment. The goal is to immerse soldiers, leaders, and units in an environment that realistically replicates the contingency's area of operations. An MRE may include a field training exercise, a fire coordination exercise, a command post exercise, and leader training done sequentially, concurrently, or separately at different locations. The MRE development, execution, and supervision is the command responsibility of the second higher command echelon of the unit being trained (e.g., the corps is responsible for brigade level MREs). A certification exercise culminates the mission rehearsal exercise.

In addition to the improved training model, two templates related to the training model were developed. The first template developed was a Deployment Planning Template (see Figure 9). Its purpose is to provide a deployment planning guide for units preparing for contingency operations.

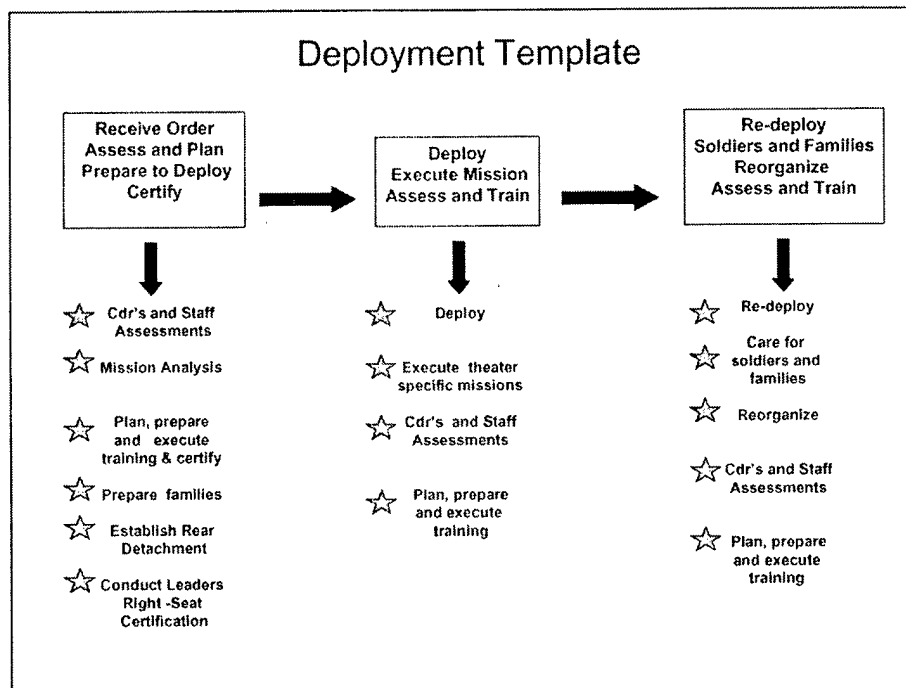


Figure 9. Deployment planning template.

The Deployment Planning Template, which builds on the deployment cycle depicted in Figure 7, provides leaders with a visual, sequential listing of major tasks and supporting subtasks

related to the preparation for and execution of contingency operations. For each of the supporting subtasks, there are regulations, policies, and doctrinal manuals that leaders can and should use to guide and focus their planning efforts.

The second template developed was a Training Strategy Template designed to assist units, leaders, and training managers in the development of unit training plans and training resource planning. The Training Strategy Template portrays a notional brigade training strategy for all three phases of contingency operations support. It addresses the three training environments—virtual, live and constructive—and links the primary TADSS needed to support effective training by environment to specific training events and activities. The strategy also incorporates DL into training plans and programs. The Training Strategy Template is depicted in a simplified manner in Figure 10. The discussion that follows highlights the critical elements of the template. The detailed planning template and training strategy template are found in Appendix B.

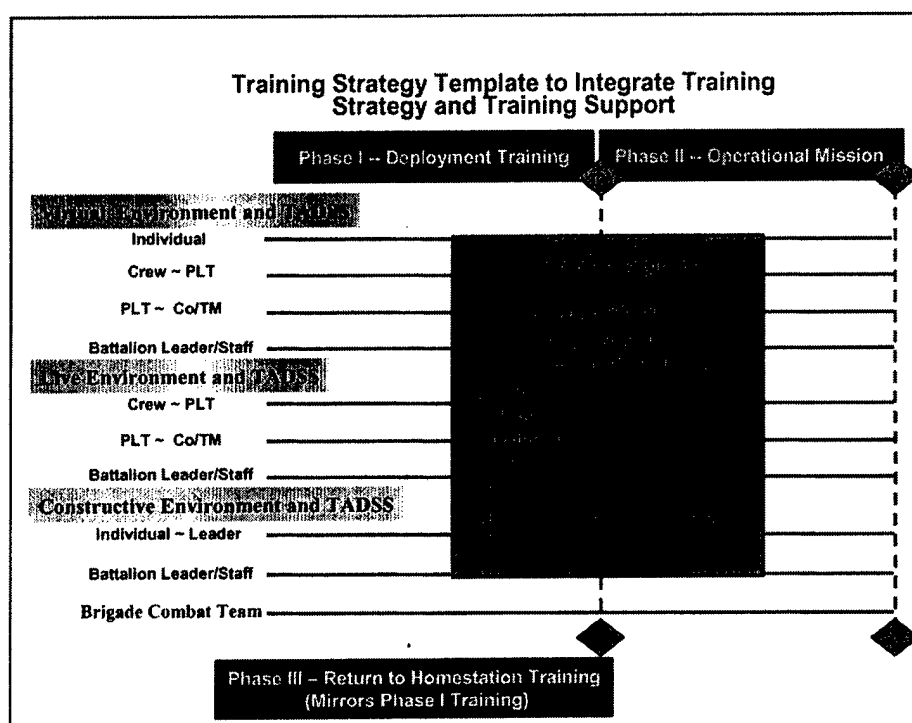


Figure 10. Training strategy template.

The three major phases portrayed in the training strategy template strategy are as follows:

- *Phase I—Deployment Training* depicts a notional homestation training strategy for a unit preparing for contingency operations. Initially, training in this phase is based on Title X battle-focused METL requirements. Upon alert notification, units complete Title X training and certification and then train any additional operational mission tasks as required and resource-permitted. The culminating event of this phase is the MRE.
- *Phase II—Operational Mission* depicts a notional training strategy for a unit deployed and executing operations. The training strategy depicts little significant training early on in the phase, reflecting the unit's focus on its operational mission. The only significant training that might occur would be one or more MREs. The MREs conducted in the

theater of operations are normally executed in the live environment using the organic equipment of the unit. The early-on Phase II training strategy can also include some operational mission sustainment training. If so, it would be conducted in the live environment with unit organic equipment. About half way through Phase II, the emphasis returns to Title X battle-focused METL requirements, as the unit begins to plan and train for possible follow-on missions. Units begin to execute a training strategy designed to attain METL proficiency at small unit level.

- *Phase III–Return to Homestation Training* mirrors the training activities and training support requirements of Phase I.

The task and training resource information is useful in its own right, but its real value lies in its utility in supporting the improved training model and the deployment planning and training strategy templates. These major products of the study provide units and their leaders with guidance and information on training methods and training support to improve readiness before, during, and after their deployments. As the Army and the nation continue to respond to contingencies across the spectrum of operations in a new operational environment, these products will assist in ensuring that units are prepared for current and future requirements.

Recommendations on Training Strategies, Policies and Procedures

In addition to the task identification and model/template development, the study objectives included making recommendations concerning training and training support strategies, policies and procedures. Throughout the course of the study, and more specifically during the survey of the existing body of knowledge on contingency operations in the 1990s, shortcomings in training and training support policies and procedures were identified. Shortcomings were directly related to the new operational environment and the operational pattern that has emerged in the past decade. They range from a lack of a unified Army-wide deployment training strategy to failing to properly field key training management tools. The next section of the report presents those shortcomings and the study's recommendations to alleviate them.

Eight of the more significant shortcomings and the study team's recommendations for policy and procedure changes needed to overcome them are presented in Table 3, and are further discussed in this section.

Table 3

Training Shortcomings and Recommendations

	Shortcoming	Recommendation
1	The Army lacks a unified training/training management/training support strategy that synchronizes training and training support resources demanded by the new operational environment and pattern of operations.	Develop and promulgate training strategy based on a "Train as we operate" approach.
2	Supporting doctrinal training manuals fail to address how units already limited in training resources to accomplish battle-focused METL requirements can adequately train to meet additional full spectrum training requirements.	Revise How-to-Train Capstone Field Manuals.
3	Late force structure changes in contingency plans negatively impact pre-deployment training and the ability of units to coordinate in theater training support.	Integrate training in force structure/force sourcing decisions (link training planning and force planning).
4	Early on in contingency operations, overwhelmed planners do not plan for training.	Link operational planning and training planning. Require the development and inclusion of Annex T—Training Annex included in all future OPLAN/OPORDs.
5	Constructive and virtual training environments and distance learning (DL) resources lack regulatory training standards and requirements.	Develop training standards and include in training regulations.
6	Standard Army Training System training and fielding are not adequate.	Man and equip units based on the training challenges of the new operational environment and operational patterns.
7	The complexities of developing and tailoring training strategies to meet the challenges of the new operational environment support the need for development of decision-making training aids.	Develop and provide training management enablers.
8	Policy, procedures, funding and management oversight for deploying and deployed training support are decentralized and not synchronized.	Develop and promulgate an Army Deployed Training Support Strategy.

1. *Develop and promulgate training strategy based on a "Train as we operate" approach.* We recommend that the Army adapt to the evolving full spectrum concept of "train as we operate" (Abbt, 1999), a departure from the traditional Cold War warfighting concept of "*train as we fight*" which is too limited (not full spectrum) to depict current requirements. There are three more specific actions associated with this recommendation, addressing a broader definition of training exercises, the content areas that need to be incorporated, and the need for unified strategies.

- The Army should adopt the wider definition of Training, Exercises, and Military Operations (TEMO) that is used by the modeling and simulation community to describe training and training support systems. Leaders and soldiers need the ability to train rapidly on topics ranging from understanding foreign cultures and acquiring

foreign language skills, to becoming familiar with the doctrine and standing operating procedures, or terminology, used by other services, coalition forces, or agencies.

- Furthermore, the Army now and in the future will train and execute full spectrum mission rehearsals for joint, combined, and governmental interagency operations. Leaders and training resource managers require the capability to reconfigure virtual, constructive, and live simulations to train operational tasks in the joint, combined, and interagency environments. Other military services and government agency resources must be integrated into battalion and brigade simulations to train these capabilities on a regular basis. Distance learning products must be made available to support the linking up of units, staffs, leaders and individuals in joint, combined, and interagency training and mission rehearsals. Future TEMO strategies and TADSS must be flexible enough to provide leaders and battle staffs with repeated and various opportunities to practice adapted problem-solving and decision-making skills in mission-relevant joint, combined, and interagency scenarios.
 - Also, the Army needs to develop a unified training/training management/training support strategy that better synchronizes training and training support resources demanded by the new operational environment and pattern of operations. The lack of such integration guidance wastes time, materiel and equipment. In addition, there is no systematic method of capturing training, training management, and training support lessons learned. We recommend that a unifying training and training support strategy be established or promulgated that includes a more definitive TEMO training support strategy, policy, clarification of roles and responsibilities, and planning and execution management procedures.
2. *Revise How-to-Train Capstone Field Manuals.* We recommend that the Army revise its "how to train" capstone field manuals to more accurately reflect the new full-spectrum operational environment. While current Army capstone doctrine (DA, 2001b, 2001c) clearly establishes the requirement to perform multiple and near-simultaneous military operations across the entire spectrum of conflict, its supporting doctrinal training manuals fail to address how units already limited in training resources to address battle-focused METL requirements can adequately train to meet these additional full spectrum training requirements. Full spectrum CATS, mission training plans (MTP), and TTP should be developed, updated, and made easily accessible by leaders, managers, and soldiers. While there has been some progress in developing full spectrum MTPs and TTPs, it has not been a systematic or fully integrated effort.
 3. *Integrate training in force structure/force sourcing decisions.* We recommend that decisions on force structure for contingency operations be made earlier on and changes kept to an absolute minimum. Late decisions on force structure and changes to force structure requirements increase the difficulty of identifying training requirements and coordinating for and providing necessary training support. Force structure changes during mobilization have negative impacts on pre-deployment training and the ability of units to coordinate post-deployment training support. Recent experiences with scheduled deployments have demonstrated that many units have few opportunities outside the MRE to train together. Contingency planners and supporting forces command planners need to emphasize the need to lock-in major force sourcing elements as early as practical to facilitate training and sustainment support while deployed. They

also need to have training assets available after the mobilization and deployment to address training shortfalls and support follow-on mission planning/rehearsal activities (Deployable Operations Symposium Executive Working Group Issues and Considerations, personal communication, January 30, 2002; personal communication, February 14, 2002).

4. *Link operational and training planning.* We recommend that training strategies, including training support annexes, be developed early on in the contingency planning process and be included in the operational mission order. During the earlier stages of contingency operations planning, operational requirements and mission planning overwhelm unit-level planners to the point that training and training support requirements are not addressed until late in the planning phase or post deployment. To counter this shortcoming, we recommend that all future contingency operations order (OPORD) include an Annex T–Training. This annex should include the full range of pre-deployment training, training while deployed, and redeployment/reconstitution training. It should also include coordination instructions. A sample format for the recommended Annex T–Training, and representative use cases can be found in Appendix C of this report.
5. *Develop training standards and include in training regulations.* We recommend that the Army further develop standards and gates for virtual and constructive simulations and DL options, and incorporate these full-spectrum standards and gates as requirements in current and future training strategies and training regulations. Many training systems have not evolved to support their most likely applications. To remedy this, future training systems should be designed to reinforce contemporary operational and deployment training requirements, as well as be more easily transported to support actual deployments. The further development and incorporation of training requirements, standards and gates into training strategies and regulations, in a similar manner that currently exists for the Conduct of Fire Training, will fulfill several key purposes:
 - To expand the usage of constructive, virtual, and DL training resources—more leaders and soldiers will be exposed and become knowledgeable about these training opportunities.
 - To increase confidence levels of leaders, training managers, and soldiers in the benefits and advantages of training in these environments.
 - To further and speed up the development of more and better training experiences in the respective environments.
 - To provide a better, more flexible, and adaptable training tool. Training that reinforces full-spectrum requirements can be brought to the unit, leader, or soldier location based on the time available.
6. *Man and equip units based on the training challenges of the new operational environment and operational pattern.* We recommend the Army review its training management resources, with special interest given to its Standard Army Training System (SATS) fielding efforts for applicability, validity, and adequacy. SATS is a computer based software system that automates training management doctrine found in the

Army's capstone training manuals. It provides the capability to synchronize training plans, readiness reporting tools, calendars, schedules, all unit activities and related databases at all echelons, and computes associated resources. A common view of the study's participants is that SATS fielding is not adequate. Based upon those comments, we recommend that the Army make the following training management changes:

- Add positions to support and employ SATS and related personnel and training management systems to battalion and company modified tables of organization and equipment (MTOE). An Institute of Defense Analysis (IDA) white paper, *Preparation of Leaders* (Brown, 1999), makes a similar recommendation. The IDA report points out that changes in Army modernization and doctrine are having a profound affect on unit training and leader development, that many of the previous training and training management enablers were absent in the Army at the same time unit-training requirements were expanding significantly. (p. 12). Changes in the operational environment and the expansion of mission and digital warfighting systems training are changing the nature of training to the point where the capabilities of the small unit level to conduct effective planning of training and operations may be exceeded. The combination of digitization and evolving new operational requirements is causing complex tasks formerly associated with the brigade or battalion to be shifted to company echelons. This significantly increases the operational and training requirements at the company level, but there is no corresponding training staff at the company level. (pp. 59-60)
- Training management tools should continue to mature in order to be more user friendly and expand battalion, brigade, division, and Corps training management practices and procedures. The future Unit Training Management System ([UTMS] follow-on to SATS) should fully incorporate unit individual and collective training requirements and interface to interdependent personnel management and resource management systems. Tools should be designed to support training management at homestation and while deployed during exercises or to operational theaters.
- The SATS training should be expanded to formalize the Brigade Mobile Training Team (MTT) concept and incorporate more training management theory and application. Many of the perceived SATS shortcomings appear to be the result of the very broad lack of training management knowledge and experience across the Army. Training management, once a primary component in the Battalion Training Management System (BTMS) and widely taught in many professional development programs, is no longer formally taught in the Army.
- Unit MTOEs should include the computer hardware needed to support SATS/UTMC. As the operational relevance of future training, exercise, and military operations management capabilities increases, the hardware/software components must be consciously incorporated into the unit MTOE equipment. In the interim, the systems may be stand-alone computer components; in the future they should be fully integrated into garrison and the ABCS components.
- Training management concerns should be recognized and addressed across the Army. A BTMS/SATS/UTMC training management strategy must be better promulgated to

the field. This strategy must include at a minimum BTMS/SATS/UTMC requirements, visibility, and standards up through the chain of command.

7. *Develop and provide training management enablers.* We recommend the Army utilize the study's improved training model and associated templates to further develop training and training resource decision aids for unit leaders and training resource managers. Leaders and training resource managers are required to develop and tailor training and support strategies to specific operational missions. They are required to select the best mix of training and support options from a myriad of alternatives (i.e., live, virtual, and constructive simulations; individual and collective training support packages; paper-based training and job aids; TADSS; DL products; field exercises; electronic performance support systems; and embedded training). The development of training and training resource decision aids would better enable leaders and managers to factor available resources, training and performance support options, personnel, time, skill decay, and mission parameters into the determination of overall training and support strategies for their units. In addition, U.S. Army TRADOC in its master plan for tactical engagement simulations systems affirms the need for decision aids to support factoring joint multi-national and interagency training requirements into the equation for determining the best training mix (TRADOC, 1998, chap. 6).
8. *Develop and promulgate an Army deployed training support strategy.* The Army should develop an "Army Deployed Training Support Strategy" similar to the "Army Digital Training Strategy." An Army Deployed Training Support Strategy should be developed that specifically addresses deployed training policy and strategy; funding procedures; training support integration and oversight; and training support acquisitions, operations, and support. Current policy, procedures, funding, and management oversight for deploying and deployed training support are decentralized and not synchronized. Significant efforts are frequently required by major commands and local field activities to manage, field, and support deployed training requirements. While there are a number of active partners, there is no single Army agency that provides oversight to planning, programming, budgeting or execution of deployed training and support. Most recent efforts to support deployed forces have been the result of local efforts or using within-year contingency funds. This approach results in a series of MACOM-specific projects rather than a conscious Army program to support deploying and deployed Army forces. Specific consideration should be given to determine how TEMO systems could best support operations and to identify the Army training operations and support resources required to augment deployed operational forces.

In closing, today's smaller Army is conducting an ever-increasing number of complex full spectrum long-duration contingency operations. The unprecedented operational pace and pattern of the 1990s has continued into the new century, and the Army's operational pattern for the foreseeable future will continue to require trained and ready forces capable of short-notice deployment and execution of full spectrum operations anywhere in the world for longer and multiple durations. For the Army to continue to enhance its power projection capabilities, its full spectrum capabilities—to win major regional conflicts, to conduct peace operations, and to deliver humanitarian assistance—new training and training management paradigms must emerge. This study, through the accomplishment of its three objectives (i.e., identifying training needs (REFS task matrixes) and training resources, development of an improved unit training model and

training templates, and recommending deployment plans, policy, and procedures changes) can assist leaders and managers by providing a foundation for change and rationale for systems improvements. In addition, the study products can assist future leaders and managers by providing answers to basic training management questions such as:

- What should be the training focus at any given point in the deployment process?
- What are the critical skills that must be attained and sustained for current as well as near-term future deployments?
- What are the training support resources necessary to accomplish training and to maintain critical skill proficiency?

The goals of the study were as follows:

- To assist commanders and staff officers in the development of unit training strategies as they prepare for, participate in, or return from contingency operations.
- To assist training resource managers in their efforts to better support the training strategies developed by units preparing for, participating in, or returning from contingency operations activities.

In support of these two goals, the use of the task matrixes, training model, and templates provides leaders and training managers with simple and common tools that can enable them to better understand, develop, and communicate appropriate training strategies. In times of rapid personnel turnover and changing mission requirements, having a proven model and templates based on the successful experiences and lessons learned from similar operations gives leaders and managers a basis for making sound training management decisions. A notional templated training strategy supports an earlier and timelier development of unit training plans and procedures for acquiring and employing training support resources. These tools can provide a common point of departure when changes in training and training support resources are needed. Additionally, the notional outline and sample training annex for contingency operations plans can assist leaders and training managers in the timely identification of training requirements and resources and in the development of an all-encompassing deployment training strategy.

While not included in the scope of this study, the study team has envisioned that these deployment tools could be further developed and incorporated into the design of an Army Deployment Training internet website hosted by the Army's Digital Library (a notional interface depicted in Figure 11). By linking the Deployment Training Strategy, the Deployment Training Support Strategy, the Required Essential Task Databases, SATS and other training management and support resources to operational requirements, leaders and managers would have the tools to maximize their unit's training, before, during, and after deployment.

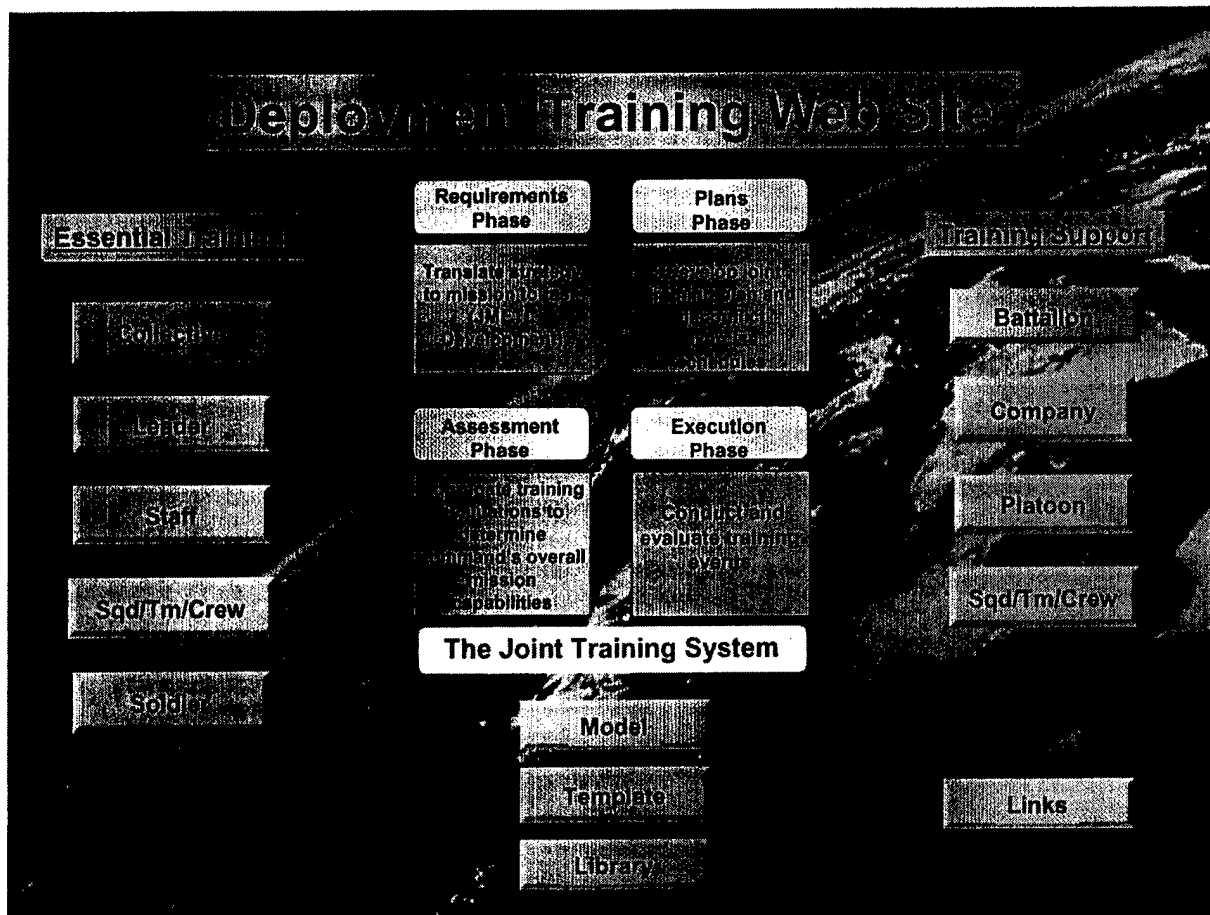


Figure 11. Deployment training homepage.

Information-age technologies, already a critical element in information dominance, precision fires, C2, and logistics must be employed to provide the leaders and soldier of the 21st century with the full spectrum training strategies, aids and capabilities required to face and decisively defeat the adaptive and ever increasing threats of the 21st century operational environment. The best equipped, manned, and led Army needs and deserves the best training.

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Appendix A

Acronyms

AAR	after action review
ABCS	Army Battle Command Systems
AC	active component
ADA	air defense artillery
ADCATT	Air Defense Combined Arms Tactical Trainer
AFIST	Abrams Full-Crew Interactive Simulation Trainer
AFRU	Armored Forces Research Unit
AGTS	Advanced Gunnery Training Simulator
ARI	U.S. Army Research Institute for the Behavioral and Social Sciences
ARTEP	Army Training and Evaluation Program
ASAT	Automated Systems Approach to Training
ATC	Army Training Command
ATSC	Army Training Support Center
AUTL	Army Universal Task List
BBS	Brigade/Battalion Simulation
BCTP	Battle Command Training Program
BFV	Bradley Fighting Vehicle
BN	battalion
BOS	Battlefield Operating System
BTMS	Battalion Training Management System
CATS	Combined Arms Training Strategy
CATT	Combined Arms Tactical Trainer
CBS	Corps Battle Simulation
CCTT	Close Combat Tactical Trainer
C4I	command, control, communications, computers, and intelligence
C4ISR	Command, Control, Communications, Computers, and Intelligence Surveillance and Reconnaissance
CGF	computer-generated force
CO	company
COFT	Conduct of Fire Trainer
CPX	Command Post Exercise
CS	combat support
CSS	combat service support
CSSTSS	Combat Service Support Tactical Simulation System
C2	command and control
CTC	Combat Training Center
CTIA	Common Training Instrumentation Architecture
DA	Department of the Army
DBST	Digital Battle Staff Trainer
DITS	Deployable Instrumented Training System
DL	distance learning

DTLOMS	Doctrine, Training, Leader Development, Organizations, Material, and Soldiers
ENCATT	Engineer Combined Arms Tactical Trainer
ERETS	Enhanced Remote Target System
EST	Engagement Skills Trainer
FM	Field Manual
FOF	Force-on-Force
FORSCOM	Forces Command
FOT	force-on-target
FSCATT	Fire Support Combined Arms Tactical Trainer
FTX	Field Training Exercise
GAMER	Gunner and Maneuver Exercise
HITS	Homestation Integrated Training System
HumRRO	Human Resources Research Organization
IBCT	Initial Brigade Combat Team
IDA	Institute of Defense Analysis
IPB	intelligence preparation of the battlefield
IRT	individual replacement training
JDLM	Joint Deployment and Logistic Model
KFOR	Kosovo Forces
MACOM	Major Army Command
METL	Mission Essential Task List
MFR	Memorandum for Record
MILES	Multiple Integrated Laser Engagement System
ModSAF	Modular Semi-Automated Forces
MOUT	Military Operations on Urbanized Terrain
MRE	Mission Rehearsal Exercise
MST	Mission Sustainment Training
MTOE	modified tables of organization and equipment
MTP	mission training plan
MTT	Mobile Training Team
NBC	nuclear, biological, chemical
NGATS	new generation of Army target systems
ODCSOPS&T	Office of the Deputy Chief of Staff for Operations and Training
OMF	Operational Mission-Focused
OneSAF	One Semi-Automated Forces
OneTESS	One-Tactical Engagement Family of Simulation Systems
OPLAN	operations plan
OPORD	operations order
PE	Peace Enforcement
PGS	Precision Gunnery Simulation
PK	Peacekeeping

PLT	platoon
PRETS	Portable Remoted Target System
R&S	reconnaissance and surveillance
REFS	related essential full spectrum
ROE	Rules of Engagement
RSOI	reception, staging, onward movement, and integration
RSTA	reconnaissance, surveillance, and target acquisitions
SAF	semi-automated forces
SAG	study advisory group
SATS	Standard Army Training System
STX	Situational Training Exercise
SFOR	Stability Forces
SIDPERS	standard installation/division personnel system
SP	Support
STOW	Synthetic Theater of War
TADSS	training aids, devices, simulators, and simulations
TADLP	Total Army Distance Learning Program
TEMO	Training, Exercises, and Military Operations
TRADOC	U.S. Army Training and Doctrine Command
TTP	tactics, techniques, and procedures
TWGSS	Tank Weapons Gunnery Simulation System
USAREUR	United States Army Europe
UTMS	Unit Training Management System
WARSIM	(not an acronym)

Appendix B

Associated Deployment Templates

The purpose of this appendix is to present the associated deployment templates developed during the course of this study. The discussion begins with why templates were developed and who participated in the template development. Next, the two developed templates are discussed. The appendix ends with the presentation of the templates benefits.

This study developed templates for two critical reasons: first, to help leaders, staff officers and units better prepare and support contingency operations, and second, to enable the training managers at all echelons to do a better job of supporting training at homestation and in theaters of operations. It is envisioned that these tools will provide the following assistance:

- Allow leaders and managers to better predict training and training support needs.
- Provide a more responsive means to manage training support resources specifically oriented on the special needs and conditions of contingency operations support.
- Support the earlier and faster development of unit training strategies.
- Support development of more efficient and effective unit and training support facility procedures, systems and processes.

Both templates are linked to the deployment cycle depicted in Figure B-1. The first template developed was a contingency planning template (see Figure B-2). Its purpose is to provide a planning tool for units preparing for contingency operations.

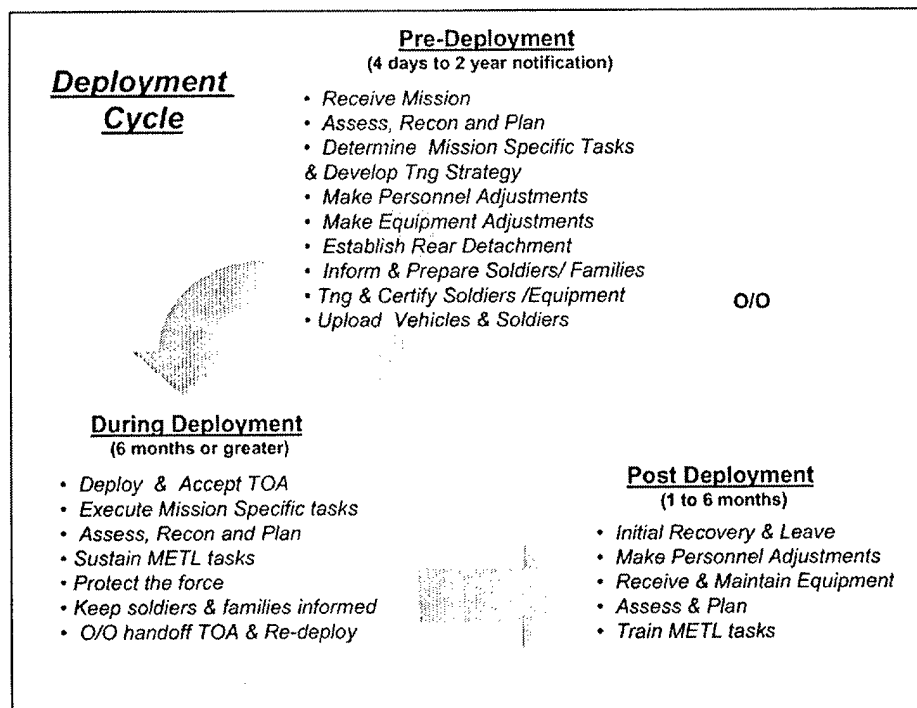


Figure B-1. Deployment cycle.

This cycle is a synthesized by-product of the study. It was developed based on the review of the existing body of knowledge and the personal experiences of the study's authors. It reflects the three distinct deployment phases and includes the major tasks and activities that define each phase. The cycle also reflects the phases' timeline ranges and the continuous nature of deployments, a key characteristic of the new operational pattern. It fully supports the Army's primary mission by focusing training on battle focused Mission Essential Task List (METL) at the appropriate time in each deployment phase.

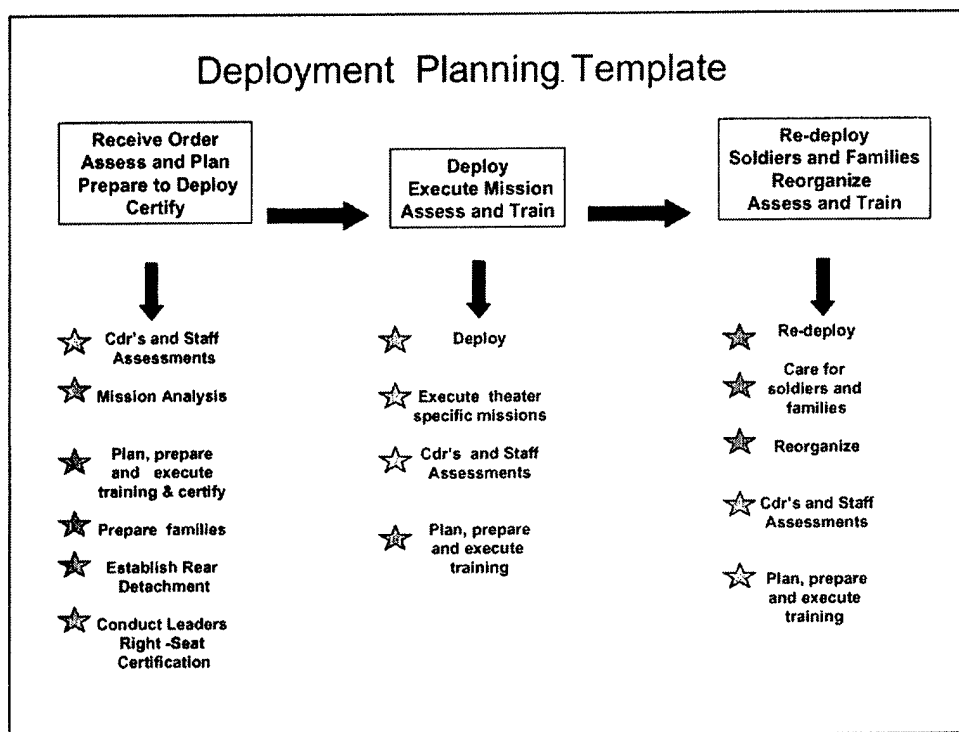


Figure B-2. Deployment planning template.

The planning template provides leaders with a sequential listing of major missions and supporting subtasks concerning the preparation and execution of contingency operations. The planning template reinforces the need to conduct a mission analysis early-on to determine Operational Mission-Focused (OMF) training tasks, and to conduct an overall assessment and develop training strategies for all phases of the contingency operations participation. It also highlights the need to certify units for deployment and the need to reorganize units upon return to homestation. While not included in the scope of this study, it is envisioned that this planning template could be expanded upon, further developed and incorporated into a deployment decision making aid and made available as part of an Army deployment website hosted by the Army's Reimer Digital Library.

The second template developed was a training strategy and resource support template that could be used to assist units, leaders, and managers in the development of unit training plans and training resource planning. Its purpose is to serve as a tool in the area of training management. The template is depicted in Figure B-3.

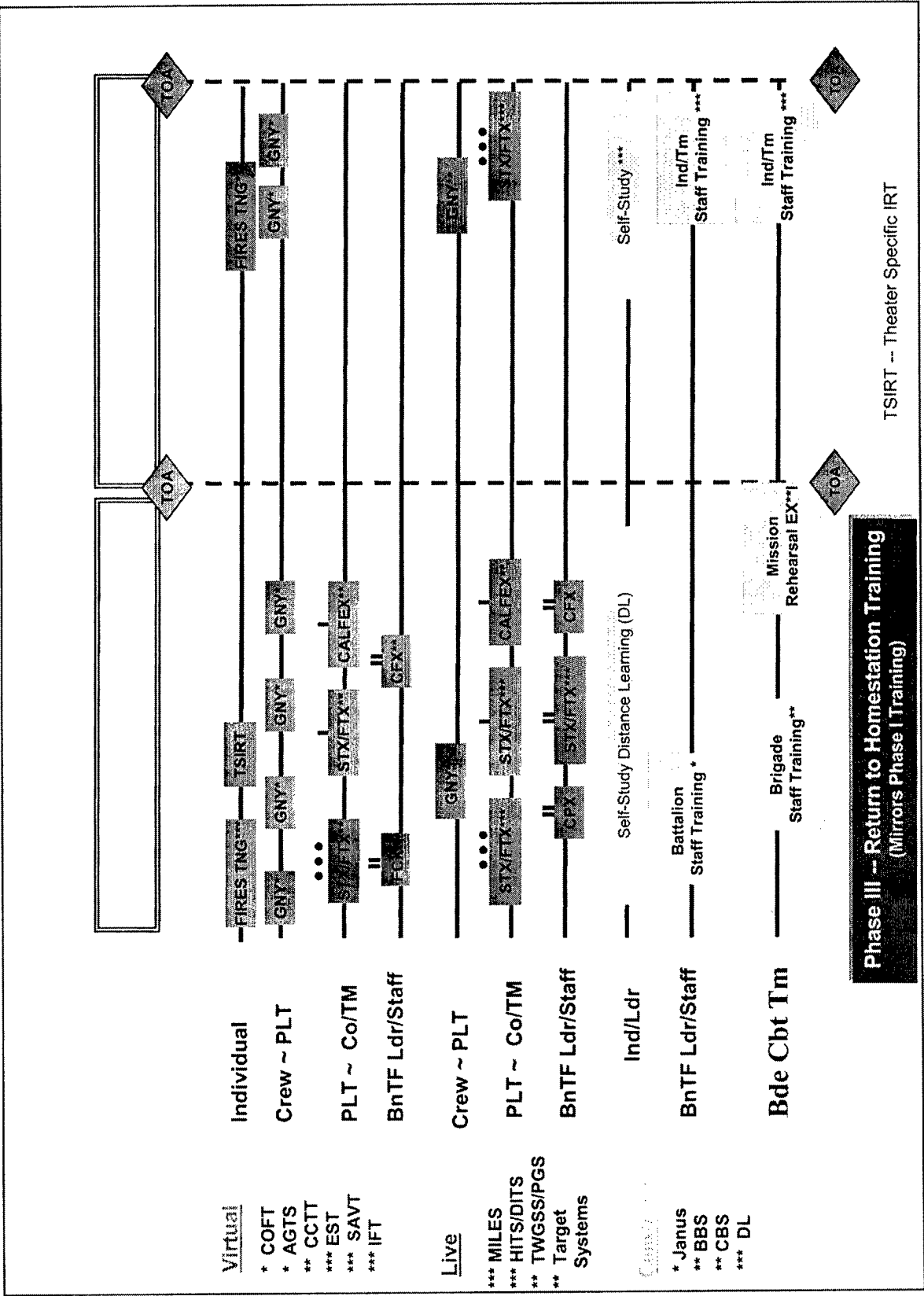


Figure B-3. Training strategy template to integrate training strategy and training support.

The three major phases portrayed in the training strategy template are as follows:

- *Phase I–Deployment Training Support* depicts a notional homestation training strategy for a unit preparing for contingency operations. Initially, training in this phase is based on Title X battle-focused METL requirements. Upon alert notification, units complete Title X training and certification and then train any additional operational mission tasks as required and resource permits. The culminating event of this phase is the Mission Rehearsal Exercise (MRE).
- *Phase II–Operational Mission* depicts a notional training strategy for a unit deployed and executing operations. The training strategy depicts little significant training early on in the phase, reflecting the unit focus on its operational mission. The only significant training that might occur would be one or more MREs. The MREs conducted in the theater of operations are normally executed in the live environment using the organic equipment of the unit. The early-on Phase II training strategy can also include some operational mission sustainment training. If so, it would be conducted in the live environment with unit organic equipment. About half way through Phase II, the emphasis returns to Title X battle-focused METL requirements, as the unit begins to plan and train for possible follow-on missions. Units begin to execute a training strategy designed to attain METL proficiency at small unit level.
- *Phase III–Return to Homestation Training* mirrors the training activities and training support requirements of Phase I.

The benefits of these templates are numerous. They can assist leaders and managers by providing answers to basic training management questions such as:

- What is the training focus?
- What are the critical skills that must be maintained?
- What are the training support resources necessary to accomplish training and to maintain critical skill proficiency?

By adopting the templates into the planning and execution of training, leaders and managers have a common tool that will able them to better understand, develop and communicate their respective training strategies. In times of uncertainty having a template, based on the successful experiences and lessons learned from similar operations, gives leaders and managers a basis for making sound training management decisions. Providing leaders and managers with a notional templated training strategy supports the earlier, and hopefully timelier, development of unit training plans and procedures for training support resources. Lastly, at a minimum the templates will provide a common point of departure when changes in training and training support resources are made.

Appendix C

Deployment Training and Training Support Planning Aids

This appendix contains deployment training and training support planning aids for use by leaders and training resource managers participating in contingency operations. One of the more significant shortfalls in deployment training and training support has been a lack of timely and adequate planning. Either leaders and resource managers were working higher priority tasks or they lacked the knowledge, skill and tools to develop a comprehensive training plan. To better assist future leaders and managers to avoid this planning shortfall, three training and training support planning aids are presented in this appendix. The aids were developed by individual members of the study team over the course of the study and include the following:

- Notional outline for *Annex T—Training, Exercises, Administration, and Logistics* for collaborative planning and coordination between the force provider and gaining command (see Figure C-1).
- A sample *Annex T—Training Exercises, Administration, and Logistics* with considerations for verbiage (at Tab 1).

The 7th Army Training Command (ATC) originally drafted an *Annex T* in order to give training guidance and assist units training for the contingency operations in the Balkans. It mandated that certain tasks be trained prior to deployment. These tasks include general individual tasks, Mission Essential Task List (METL) tasks, theater specific individual and leader tasks, and theater specific collective tasks. The annex also addressed individual replacement training (IRT) and prescribed a certification and validation procedure, to include certification letters, and mandated that the training for units culminate in a mission rehearsal exercise (MRE). The notional outlined for *Annex T* presented in this study is modeled after the 7th ATC version (personal communication, February 14, 2002). It leverages the 7th ATC lessons learned and expands on the initial concept so that the annex can be used in conjunction with contingency operations plan/operations order (OPLANs/OPORDs). Guidance for key paragraphs in the notional annex is presented following the table. The annex and guidance are provided for illustrative purposes and should not be considered doctrinal references. All plans developed using these aids should be coordinated and approved between supporting and supported commands.

The structure and rationale for the notional annex follows the general planning format for Operations Orders: Situation; Mission; Execution; Administration and Logistics; and Command and Control; and is linked to the Commander and Staff Assessment, functions for Planning, Execution, and Feedback. The outline links the steps in the assessment and planning process to the specific paragraphs within the operations order. The outline is formatted with recommended sections and sample verbiage or analysis considerations in [brackets]. The outline and assessment process is not intended to be a “fill-in-the blank” template. It is designed to provide an analysis tool to assist in determining training and support for deployed and deploying forces.

Phase 1: Commander and Staff Assessment

- Paragraph 1a *Situation* and 2a *Mission* are derived from the OPOD or OPLAN for the mission or contingency.
- Paragraph 1b, 2b, and 3a. are derived from the commander and staff's assessment of how training assets are envisioned to support operational requirements. Factors include maturity of theater, phases of operation or campaign.

Phase 2a: Commander and Staff Initial Planning (paragraphs 3b, 3c)

- Paragraph 3b *Concept of the Operation* reflects the initial assessment of operational factors and training support.
- Paragraph 3c *Taskings to Subordinates* identifies primary supported/supporting agencies involved.

1. Situation	2. Mission	3. Execution (who/what/when/where/why) Note: Both 3b and 3c will expand in detail as planning progresses				3.c. Tasking to Subordinates Specified and implied tasks for supporting supported forces; requests for support	
1.a. General Situation: Assess for training/support implications 1.b. Training, Exercise, and Military Operations Support	2.a. General Mission: Assess for specified/implied training and support 2.b. Training, Exercise, and Military Operations Support	3.a. Commander's Intent Note-3.a. <i>Why</i> - Cdr provides intent based on assessment & considerations by phase. Note-3.1. <i>What</i> - Terms of reference are derived from specific training & support requirements		3.b. Concept of the Operation Note-3.b. (1-5) <i>How</i> – Planning guidance is derived from the Cdr's intent on how training supports the operational phases of a mission. Specific training requirements are derived operational considerations) Note 3.c. <i>Who</i> –Initial tasking are derived from requirements		3.c. Tasking to Subordinates Specified and implied tasks for supporting supported forces; requests for support	
		<div><div>(1) Operational Planning Considerations for Training Support</div><div>✓ Pre-Deployment Phase Guidance</div><div>✓ Post-Deployment/Operational Mission Phase Guidance</div><div>✓ Re-Deployment or Reconstitution Guidance</div><div>(2) Terms of Reference</div><div>✓ Verification/Certification/Validation</div><div>✓ Unit/personnel categories</div><div>✓ Unit Replacement</div><div>✓ Training</div><div>✓ Individual Replacement</div><div>✓ Training</div><div>✓ Operational Forces</div><div>✓ Mobilization Phases (pre/alert/homestation/mob station, etc.)</div></div>		Operational Factors:			Training Requirements
				(1) Pre-notification or deployment (e.g., steady state readiness)			✓ ID Unit-Level Mandatory Training Requirements ✓ ID Duty Position Requirements
				(2) Post Notification / Post Mobilization (post alert scheduled or unscheduled deployment)			✓ ID METL Training and/or Gate Rqts (verification/validation) ✓ ID Theater- specific requirements ✓ ID Mission Rehearsal Exercise and Individual Replacement Training (MRE/IRT) Requirements
				(3) Post-Deployment Planning and Rehearsal (post TOA- training support to military ops)			✓ ID Operational Support Rqts <ul style="list-style-type: none">• Initial Entry Forces• Follow-on Forces• Sustaining Forces
(4) Post-Deployment Delta Training (post TOA support to mission and theater specific individual & collective training)					✓ ID need for Supporting – Supported MOA, OPOD/OPLA N coordination requirements, etc.		
(5) Post-Deployment Sustainment (post TOA support to METL, and readiness training, and individual professional development					✓ ID supporting-supported funding agents; funding issues		

Figure C-1. Notional outline for Annex T.

Phase 2b: Commander and Staff Planning Continued (paragraphs 3c, 4a, & 5a.)

- Paragraph 3c, 4a, and 4b. The relationship between organic, assigned, and attached units pre and post deployment (pre-post TOA) must be analyzed to determine or clarify General Support and Task Force C2 requirements.

3.c. Tasking to Subordinates: Specified and implied tasks for supporting supported forces; requests for support	4. Admin and Logistic 4.a. General Support	5. Command & Control 5.a. Task Force C2
<ul style="list-style-type: none"> ✓ ID organic, assigned, and attached tactical units and training support ✓ ID assigned, specified, implied and essential tasks that will derive training support requirements ✓ ID internal SOPs; ✓ ID need for Supporting – Supported MOA, OPORD/OPLAN coordination requirements, etc. ✓ ID supporting- supported funding agents; funding issues 	Tng/Support Considerations ✓ Pre- TOA (pre-deployment tactical units and training support) ✓ Post-TOA (post-deployment tactical units, training support; maintenance, etc.)	Tng/Support C2 Considerations ✓ Pre-TOA tactical units and training support assets ✓ Post-TOA tactical units and training support assets

Figure C-1 (continued). Notional outline for Annex T.

Phase 3: Commander and Staff Detailed Planning Continued (paragraphs 3d.)

- Detailed coordination instructions, 3d *Coordinating Instructions*, are derived for specific tasking requirements based on the operational factors, phases of an operation or theater specific consideration.

3.b. Concept of the Operation (Note: Concept becomes more detailed as planning progresses)		3.c. Tasking to Subordinates: (Note: expand as details emerge)	3.d. Coordination Instructions	ARI Study Resources
Operational Factors:	Training Requirements	Note 3.c. Who – assigned or requested	Training Support Requirements	
(1) Pre-notification or deployment (e.g., steady states)	<ul style="list-style-type: none"> Unit-Level Mandatory Training Requirements Duty Position Requirements 	For each phase or operational category specify the following: <ul style="list-style-type: none"> Organic, assigned, and attached tactical units and training support Specified, implied and essential tasks that will drive training support requirements Supporting – Supported MOA, OPORD/OPLAN Supporting – supported funding agents 	<ul style="list-style-type: none"> ID Proponent Task requirements at the RDL, CATS, etc. Web Site ID available ranges/ TADSS/Clauses, etc. 	<ul style="list-style-type: none"> Sample Unit Training Events Sample Duty Position Events
(2) Post Notification/ Post Mobilization (post alert scheduled or unscheduled deployment)	<ul style="list-style-type: none"> METL Training Gate Requirements Theater-specific requirements Mission Rehearsal Exercise and Individual Replacement Training (MRE/IRT) 		Specify recommended gates (based on MACOM training model) and minimum essential training support (who, when, where, how)	<ul style="list-style-type: none"> USAREUR Training Model FORSCOM Training Model XVIII Abn CORPS Balkans (Kosovo & Bosnia) CDs
(3) Post-Deployment Planning & Rehearsal (post TOA- training support to military ops)	<ul style="list-style-type: none"> Operational Support Requirements Initial Entry Follow-on Forces Sustaining 		Identify mission assets by phase (organic/available) <ul style="list-style-type: none"> Initial force organic mission & rehearsal tools; embedded training Follow-on battle staff trainers and simulations Follow-on crew trainers, targetry, etc. 	Use Cases
(4) Post-Deployment Delta Training (post TOA support to mission and theater specific individual & collective training)	<ul style="list-style-type: none"> Theater-specific warfighting system tasks and training requirements Unit -Collective training requirements Staff and functional training Reconstitution (individual/unit) 		<ul style="list-style-type: none"> ID Warfighting System Capabilities (ET; dual-use operational-training capabilities) ID minimum training support capabilities for mission-specific training ID minimum essential TADSS/facilities/ranges to support collective training ID minimum essential capabilities to support battle staff and functional training requirements ID minimum essential in-theater capabilities for new units, reconstitute small units, and individual replacement 	ARI Study Database of Individual, leader/staff and unit tasks
(5) Post-Deployment Sustainment (post TOA support to METL, & readiness training, and individual professional development)	<ul style="list-style-type: none"> METL training readiness reporting requirements Distance Learning Centers Deployed Ranges 		<ul style="list-style-type: none"> ID METL training requirements (SASO); individual/unit qualification requirements, etc. ID Coordinating instructions to request DL ID range by system, STRAC table; safety/ qualification standards 	<ul style="list-style-type: none"> Deployable Operations SOP 7ATC Deployed Ranges SOP

Figure C-1 (continued). Notional outline for Annex T.

Phase 4 Commander and Staff Execution Phase (paragraph 4b and 5b)

- For each of the operational phases or theater considerations; Tasking or Coordination Instructions specify corresponding 4b *Training Support Administration*, or 5b *Training Support Command and Control* (C2) are then derived and included in the OPLAN/OPORD.

3.b. Concept of the Operation	3.c. Tasking to Subordinates	3.d. Coordination Instructions	4.b. Training Support Admin	5.b. Training Support C2	ARI Study Resources
<i>Operational Factors:</i>	<i>Note 3.c. Who – assigned or requested</i>	<i>Training Support Requirements</i>	<i>Training-Support Logistics Concept</i>	<i>Training and support POCS</i>	
(1) Pre-notification or deployment (e.g., steady state readiness)	✓ Organic, assigned, and attached tactical units and training support ✓ Supporting-funding agents; funding issues	✓ Task requirements at Ranges/ TADSS/ Classes, etc. Minimum essential training support (who, when, where, how) Theater-specific training requirements and minimum essential training support (who, when, where, how)	Describe Training and Training Support Sources (POCs, location, funding source) ID Describe supporting and supported requirements (e.g., TADSS, facilities, trainers) Describe supporting and supported MRE requirements – ✓ Facilities ✓ TADSS ✓ Trainers/OCs ✓ Role Players	ID verification and certification POCs ✓ ID Training verification and certification POCs ✓ ID Training Support POCS ✓ ID Training verification, certification and validation POCs ✓ ID Training Support POCS	✓ Sample Unit Training Events ✓ Sample Duty Position Events ✓ USAREUR Training Model ✓ FORSCOM Training Model ✓ XVIII Abn CORPS Balkans (Kosovo and Bosnia) CDs
(2) Post Notification / Post Mobilization (post alert scheduled or unscheduled deployment)		✓ Initial force organic mission & rehearsal tools; embedded training ✓ Follow-on battle staff trainers and simulations ✓ Follow-on crew trainers, targetry, etc.	ID/coordinate initial deployed logistic s and support: ✓ Transportation ✓ Operations ✓ Training/Operational Ammo	ID Supporting and Supported POCS ✓ Transportation ✓ Operations ✓ Maintenance & support ✓ Funding agents,	Use Cases
(3) Post-Deployment Planning and Rehearsal (post TOA-training support to military ops)					

Figure C-1 (continued). Notional outline for Annex T.

Phase 4 (continued)

(4) Post-Deployment Delta Training (post TOA support to mission and theater specific individual & collective training)	✓	✓ Warfighting System Capabilities (ET; dual-use operational-training capabilities) ✓ Minimum training support capabilities for mission-specific training	ID/coordinate initial deployed logistics and support: ✓ Transportation ✓ Operations & Maintenance ✓ TADSS support ✓ Tng Ammo	ID Supporting and Supported POCS ✓ Deployed Spt Coordinators ✓ Supporting System PMs	ARI Study Database of Individual, leader/staff and unit tasks
		Minimum essential TADSS/facilities/ranges to support collective training	ID/coordinate logistics for expanding training support infrastructure (e.g. trainers/ range/facility/ TADSS, etc	ID Supporting and Supported POCS ✓ Deployed Spt Coordinators ✓ Supporting System PMs and TSCs	
		Minimum essential capabilities to support battle staff and functional training requirements	Describe CINC/MACOM and TRADOC MTTs and Reach back Capabilities	ID Deployed Training/Support/ DL/MTT Coordinator	
		Minimum essential in-theater capabilities for new units, reconstitute small units, and individual replacement	ID assigned or attached trainers; training sites; TADSS, Ammo, etc.	ID Unit Trainers, ID Deployed Training/Support/ Coordinators	
(5) Post-Deployment Sustainment (post TOA support to METL, and readiness training, and individual professional development)		METL training requirements (SASO); individual/unit qualification requirements, etc.	Describe Deployed and supporting TSCs,	ID Deployed Training/Support Coordinator	✓ Deployable Operations SOP ✓ 7ATC Deployed Ranges SOP
		Coordinating instructions to request DL	Describe DL /Web sites and courses; etc.	ID Deployed DL/ Training/Support Coordinator	
		Range by system, STRAC table; safety /qualification standards	ID ranges/Ammo (by system/event/ echelon support)	ID Deployed Training/Range Coordinator	

Figure C-1 (continued). Notional outline for Annex T.

Paragraph 3a. Commander Intent

- To ensure deploying forces are trained and certified to accomplish the assigned mission in the Area of Responsibility (AOR).
- Commanders of deploying units will conduct training in general individual tasks, theater specific individual and leader tasks, METL tasks, and theater specific collective tasks.
- At endstate, units are proficient in the tasks required to accomplish the assigned mission and the Task Force has been certified and validated to perform the mission.

Individual Task Training – General

- All deploying soldiers will be proficient in those tasks identified in their respective MACOM Deployment Regulation prior to deployment.
- The first COL/0-6 level commander in the soldiers' chain-of-command will certify in writing, to the first General Officer in the chain of command, that all tasks have been trained to standard.
- The General Officer's Headquarters will retain these letters for one year from the redeployment date.

METL Training

- All deploying units will be trained to standard in their respective High Intensity Conflict (HIC)/Warfighting METL prior to deployment.
 - The Commander two echelons above the respective unit will certify in writing, through the chain of command to the Task Force Commander, that all tasks have been trained to standard.
 - The Task Force Commander's Division Headquarters will retain these letters for one year from the redeployment date.
- Individual and Leader Task Training - Theater Specific*
- All deploying soldiers will be proficient in those individual tasks identified in Appendix 1 to Annex T. (Tasks listed on next slide)
 - The first COL/0-6 level commander in the soldiers' and leaders' chain-of-command will certify, in writing to the first General Officer in the chain of command, all tasks have been trained to standard.
 - The General Officer's Headquarters will retain these letters for one year from the redeployment date.

Theater Specific Leader Training

- Organize a mass casualty evacuation.
- Employ non-lethal capabilities.
- Understand the risk management process and perform a risk assessment in support of a mission.
- Understand the political and military environment.
- Understand Title X requirements and the chain of command.
- Use negotiation techniques to resolve a conflict.
- Conduct a relief-in-place to include "right seat and left seat rides".
- Apply fratricide prevention measures in mission planning and execution.
- Supervise the application of the Rules of Engagement (ROE) and use the graduated response matrix in mission planning.

Theater Specific Individual Training

- Media awareness.
- Country orientation.
- Anti-terrorism/Force Protection Level 1, Category 2.
- Pre-deployment Awareness Training in accordance with DOD 2000.16.
- Driver Training and Licensing. Mandatory for all soldiers and civilians serving as vehicle operators or having a requirement to drive.

- Mine Awareness Skills
 - Recognize a minefield
 - React to mine strike mounted and dismounted
 - Self-extract from minefield mounted and dismounted
- Force Protection Skills
 - React to direct fire (CTT 071-326-0510)
 - React to indirect fire (CTT 071-326-0510)
 - Conduct a personnel search
 - Conduct a vehicle search
- Operate the Global Command and Control System – Army ([GCCS-A] requirement for selected individuals identified by the commander)
- Qualify on individual weapon using non-lethal munitions (requirement for selected individuals identified by the commander)

Collective Task Training – Theater Specific

- Units/elements will train tasks based on the commander's mission analysis.
- The Commander two echelons above the respective unit will certify in writing, through the chain of command to respective Task Force Falcon Commander, all designated tasks have been trained to standard.
- The Task Force Commander's Division Headquarters will retain these letters for one year from the redeployment date.

Individual Replacement Training (IRT)

- Personnel deploying will complete IRT at a site established by their respective MACOM.
- Individual replacement training remains valid for 12 months from the date of redeployment.
- Any individual replacement entering the AOR will have a letter signed by their COL/O-6 level commander or GS-15 equivalent certifying the individual is fully qualified for deployment.
- Phase I of IRT is conducted at home station using MACOM approved TSPs.
- Phase II is a "hands on" situational training exercise conducted at home station or at designated training areas (CONUS or OCONUS) focused on the following tasks.

Battalion Level	Company/Platoon Level
<ul style="list-style-type: none"> • Deploy/conduct Maneuver • Exercise Command and Control • Perform CSS and Sustainment • Protect the Force 	<ul style="list-style-type: none"> • Deploy/Conduct Maneuver • Exercise Command and Control • Perform CSS and Sustainment • Protect the Force • Base and Perimeter Defense • Secure a Downed Aircraft • Quick Reaction Force Mission • Weapons Storage Site Inspection <ul style="list-style-type: none"> - Mine Detonation - Mine Awareness - Countermine - Vehicle and Personnel Search - Media Awareness
	<ul style="list-style-type: none"> • React to Unauthorized Training and/or Weapons • Displaced Persons Resettlement • Conduct/Escort Convoys • Secure a Route • Conduct Presence Patrols • Establish and Operate a Checkpoint • Establish and Operate an OP • Non-lethal Weapons Employment

Mission Rehearsal Exercise

- The culminating training event is a MRE conducted at a Combat Training Center or National Training Center or designated location designed to replicate the operational environment and present deploying units with potential situations they may encounter during the mission.
- The Corps Commander is responsible for determining the scope and training objectives of the MRE.

Tab 1 to Appendix C

Notional Annex “T” (TRAINING AND TRAINING SUPPORT)

[Headquarters]

[Address Line 1]

[Address Line 2]

[Date-time Group]

ANNEX T (TRAINING) TO [Specify OPLAN Supported]

REFERENCES:

- a. FM 100-5, Operations 14 JUN 1994
- b. FM 25-100, Training the Force, 15 NOV 1988
- c. FM 25-101, Training the Force: Battle Focused Training, SEP 1990
- d. TC 7-98-1, Stability and Support Operations Training Support Package, 5 JUN 1997
- e. UR 350-1, Training in USAREUR, 17 NOV 2000
- f. UR 350-50, Combat Maneuver Training Center, AUG 1994
- g. UR 525-13, Antiterrorism/Force Protection: Security of Personnel, Information, and Critical Resources, FEB 00
- h. USAREUR Command Policy Letter #1, 10 OCT 1998
- i. DA PAM 350-38, Standards in Army Training STRAC, 3 JUL 1997
- j. USAREUR Command Training Guidance FY01/02, 2 FEB 2001
- k. EUCOM OPLAN 4247-99 10 MAR 1999

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- I. AR 135-210, Order to Active Duty as Individuals for Other Than a Presidential Selected Reserve Call-up, Partial or Full Mobilization

1. Situation.

a. General Situation: *[Use OPLAN or reference OPLAN situation]*

b. Training and Training Support Situation: *[Specify training and training support situation (e.g., maturity of deployed training infrastructure; whether training assets will be available; who and what will be provided) that will essentially define the scope of training mission requirements in the next paragraph].*

2. Mission.

a. Operational Mission: *[Use OPLAN or reference OPLAN situation]*

b. Training and Training Support Mission: *[Specify role of training/training support to achieve mission accomplishment: Specify scope of pre-deployment, post-mobilization, post-deployment and reconstitution training mission that will guide the level of detail required to be developed in this Annex].*

3. Execution.

a. Commander's Intent.

(1) Operational Planning Considerations for Training Support: *[Commander provides intent based on assessment of operational factors and specific consideration for pre-deployment, post-deployment/operational mission requirements, and re-deployment or reconstitution. For example: select category(s) of training/support requirements to be addressed in OPLAN:]*

(a) **Pre-notification and/or Pre-deployment:** To insure minimum essential "Steady-state" requirements for deployable units covered within the OPLAN are identified to include regulatory/policy, METL, and/or OPLAN/Theater-specific requirements;

(b) **Post-notification/Post-mobilization:** To insure deploying forces are trained, and verification/validation/certification agencies are informed of requirements to accomplish the assigned mission in the [specify name of AOR] Area of Responsibility (AOR);

(c) **Post-Deployment Mission Planning and Rehearsal:** to insure minimum essential training assets to support mission planning and rehearsal capabilities are available to support (initial entry and/or follow on forces) in the AOR;

(d) **Post-Deployment Delta Training:** to insure minimum essential capabilities to train new or untrained personnel or TF organizations, new equipment (not organic to TF TOE); and/or new missions/tasks is available on the AOR;

(e) **Post-Deployment Sustainment Training:** to insure minimum essential capabilities to sustain METL proficiency, mission-specific tasks, unit readiness (i.e., USR) based training requirements, and required soldier/leader professional development once deployed forces establish their "Battle Rhythm" in the AOR and have the capability to conduct non-operational tempo training in conjunction with the operational mission.

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(f) **Re-Deployment or Reconstitution Training:** to sustain higher readiness levels in-theater in order to enter the homestation training cycle at a higher level, prepare for, or to reconstitute capabilities due to new personnel, equipment or missions.

(2) Terms of Reference. *[OPLAN's need to include regulatory and command-specific verification, validation, and certification criteria and individual and/or units included. These may be dictated by Joint, HQDA and or MACOM regulation or order, and supporting/supported OPLANS.]*

(a) Verification, Certification, and Validation Criteria.

1) **Verification.** [Higher headquarters for deployable units or their assigned agencies are responsible to insure training has been conducted to standard and/or in accordance with regulatory requirements (e.g., IAW FM, STP/MPT, OPLAN Verification of training/regulatory requirements is required for commanders to certify completion of specific requirements).]

2) **Certification.** [Force-provider Commanders are required to formally state in writing that all regulatory or OPLAN required events have been completed and verified (e.g., FORMDEPS; MACOM and/or Division Mobilization/Deployment Regulations). The force provider's Division level Commander or equivalent generally performs this procedure.]

3) **Validation.** [The senior force-provider Commander is required to substantiate in writing that all regulatory requirements and training to standard have been met prior to any official transfer of authority (TOA) between a force provider command and a separate theater commander. This procedure is generally performed at the authorized TOA level (e.g., Corps Level Commander).]

(b) Categories of Units and Personnel. *[The following categories of personnel are based on lessons learned from extensive deployment to the Balkans. They should be modified as required to meet specific OPLAN requirements.]*

1) Category A. Units and individuals, to include Active and Reserve U.S. Army military, DA civilians, and contract personnel assigned, attached, or TDY to AOR, dedicated support elements or the immediate surrounding countries and traveling to any of those countries.

2) Category B. Units and individuals, to include Active and Reserve U.S. Army military and DA civilians assigned to Theater to support the AOR.

3) Category C. Military and civilian visitors to the AOR. Visitors are defined as personnel who are: (a) Not performing an operational mission or filling an operational position on a temporary basis; (b) Under the constant escort and supervision of the visited unit(s) to include to and from civilian airports; (c) Are traveling TDY to the AOR for less than 30 days. (Examples of personnel authorized to travel under Category C generally include General Officers, Foreign and Domestic Dignitaries, guest MWR personnel, chaplains not permanently assigned to AOR, short duration Mobile Training Teams (MTT), and contractor management personnel visiting their employees and performing no other job related duties.

4) Category D. Special Forces in and around the theater of operation.

5) Others. Personnel in categories other than those listed above will be handled on a case-by-case basis.

(c) Unit Replacement Training (URT). *[OPLANS should include procedures to replace subordinate units or sections up through task-force level replacement.]* The focus of unit replacement training is small unit collective training through the task force level (e.g., battalion and brigade equivalent). In the case of scheduled stability and support operation rotations, such as the Balkans, procedures can be developed and

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coordinated in advance between force provider and gaining command. Scheduled unit-level replacement training usually consists of critical training gates and windows that culminate in an MRE. The scope, location and validation criteria for critical events should be specified. In the case of unanticipated mid-high intensity conflict refer to MACOM mobilization plan procedures. Commanders of the force provider (deploying units) are responsible for developing training plans to support the preparation of their units. Commanders of receiving units are responsible for providing Training Support Packages (TSPs) for theater-specific or OPLAN-required training not currently in Army training publications or TSPs. Components of URT planning should be:

1) Individual Task Training - General. [All soldiers in a deployable status will be proficient in common and MOS/SL tasks. Task certification is routinely reflected in USR reporting. For scheduled deployments requiring a TOA the first COL/0-6 level commander in the soldiers' chain-of-command normally will certify in writing to the first General Officer in the chain of command, that all tasks have been trained to standard. It is recommended that the certifying and validation officials Headquarters retain these letters for one year from the redeployment date.]

2) METL Training. [All deploying units will be trained to standard in their respective Warfighting METL prior to deployment. As with individual tasks task certification is routinely reflected in USR reporting. For scheduled deployments involving a TOA the Commander two echelons above the respective unit will certify in writing, through the chain of command to the Commander of the gaining command, that all tasks have been trained to standard. It is recommended that the certifying and validation officials Headquarters retain these letters for one year from the redeployment date; it is also recommended that the gaining Task Force commander retain for one year from the redeployment date.]

3) Individual and Leader Task Training - Theater Specific. [All deployable and/or deploying soldiers will be proficient in those individual and leader tasks identified in their respective Joint, HQDA and/or MACOM deployment regulation [cite applicable references], and/or theater/OPLAN specific tasks identified in Appendix [x] to Annex T. As with individual tasks OPLAN-specific tasks that are generally associated with a unit's METL will routinely reflected in USR reporting. For scheduled deployments involving a TOA the first COL/0-6 level commander normally will certify in writing to the first General Officer in the chain of command, that all OPLAN and/or theater specific tasks have been trained to standard. It is recommended that the certifying and validation officials Headquarters retain these letters for one year from the redeployment date.]

4) Collective Task Training – Theater Specific. [All deployable and/or deploying units/elements will be competent in METL tasks and those identified in their respective Joint, HQDA, and/or MACOM deployment regulation [cite applicable references], and/or theater/OPLAN specific tasks identified in Appendix [x] to Annex T. OPLAN-specific tasks that are generally associated with a unit's METL will be routinely reflected in USR reporting. For scheduled deployments involving a TOA the first COL/0-6 level commander normally will certify in writing to the first General Officer in the chain of command, that all OPLAN and/or theater specific tasks have been trained to standard. When designated, Task force Commanders will perform METT analysis to determine task force-specific organization/mission requirements. It is recommended that the certifying and validation officials Headquarters retain these letters for one year from the redeployment date.]

(d) Individual Replacement Training (IRT). [OPLANS should include procedures to replace individual soldiers, outside the context of unit-replacement. The focus of IRT is individual tasks and integration of replacements into small units. In the case of scheduled stability and support operation rotations, such as the Balkans, procedures can be developed and coordinated in advance between force provider and gaining command. In the case of unanticipated mid-high intensity conflict refer to MACOM mobilization plan procedures.] Components of IRT planning should include:

1) Tasks: Identify General-Individual and Individual Theater/OPLAN-specific Tasks. Establish conditions under which local commanders can add tasks and/or request changes.

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2) Location and Responsibility for Training: Determine whether a MACOM controlled location or distributed force provider unit location; or split phases including both. Establish criteria, authority and report requirements to verify, validate, and/or certify individual replacements.

3) Methods of Training: Based on tasks to be trained, determine appropriate mix of individual self-paced training (e.g., Web, CD, Video Tape) and structured or hands-on (e.g., formal presentations, Lane and STX training) that should be conducted at homestation or at designated training areas.

4) Validation/Certification methods and records. Determine level of training validation and certification official (e.g., O6/GS15) and validation/certification criteria (e.g., cite reference, OPLAN paragraph and sample memorandum). Specify length of time valid. Specify where records will be maintained and distribution of individual copies (e.g., to be given the gaining command).

(e) Operational Forces [The following section reflects operational planning consideration to reflect the need for training and training systems to support tactical operations, in specific *Initial Entry*, *Follow-on Forces*, and *Sustaining Forces*. The concept of the operation for these phases specifically establishes the coordinating instructions in paragraph c.].

1) Initial Entry Forces Training and Training Support Planning Considerations. [The focus of training and training support for Initial Entry forces is the ability to support mission planning and rehearsal generally in an immature theater of operations. This may include operational forces from the XVIII Abn Corps. Division Readiness Brigades (DRBs); or Interim Brigade Combat Teams, etc.]. Mission analysis for training includes determining requirements for the following capabilities:

(a) Platform-specific Command and Control Mission Planning/Rehearsal tools (e.g., constructive and/or virtual imagery capabilities such as aviation planning tools; individual C2 system).

(b) Staff-planning tools (e.g., constructive and/or virtual imagery capabilities and ABSE simulation/stimulation drivers that support cross-staff CPX).

(c) Platform-specific rehearsal tools (e.g., live and/or virtual simulation capabilities that enable platform/crew rehearsals).

2) Follow-on Forces Training and Training Support Planning Considerations. [The focus of training and training support for follow-on forces is the ability to support mission planning and rehearsal and sustaining warfighting and/or mission specific readiness. Support can be in an immature or maturing theater of operations. This may include initial entry operational forces (e.g., as described above; or I, III, and V CORPS - AC and RC Bdes.). Mission analysis for training include determining requirements for the following capabilities -

(a) Platform-specific Command and Control Mission Planning/Rehearsal tools (e.g., constructive and/or virtual imagery capabilities such as aviation planning tools; individual C2 system).

(b) Staff-planning and readiness tools (e.g., constructive and/or virtual imagery capabilities and ABSE simulation/stimulation drivers that support cross-staff CPX).

(c) Platform-specific rehearsal and readiness tools (e.g., live and/or virtual simulation capabilities that enable platform/crew rehearsals).

(d) Small-unit rehearsal and readiness training tools (e.g., through the platoon level).

3) Sustaining Forces Training and Training Support Planning Considerations [The focus of training and training support for follow-on forces is the ability to support mission planning and rehearsal and to

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sustain warfighting and/or mission specific readiness. Support can be in an immature or maturing theater of operations. This may include initial entry operational forces (e.g., as described above; or I, III, and V CORPS - AC and RC E-Bdes.). Mission analysis for these forces should include determination of the following:

(a) Platform-specific Command and Control Mission Planning/Rehearsal tools (e.g., constructive and/or virtual imagery capabilities such as aviation planning tools; individual C2 system drivers; “reach back” capabilities).

(b) Staff-planning and readiness tools (e.g., constructive and/or virtual imagery capabilities and ABSE simulation/stimulation drivers that support cross-staff CPX).

(c) Platform-specific rehearsal and readiness tools (e.g., live and/or virtual simulation capabilities that enable platform/crew rehearsals).

(d) Small-unit rehearsal and readiness training tools (e.g., e.g., live, constructive and/or virtual capabilities through the platoon level).]

(e) Professional Development tools (e.g., distributed learning capabilities to provide theater-mission specific leader/staff/additional duty training; capabilities to sustain leader professional development courses).

b. Concept of the Operation: [The following section reflect training strategy implications for developing training strategies for units with scheduled deployments or for units in assigned readiness status. /// discuss crawl-walk-run methodology- COE/SASO// verify correct terminology//].

(1) Pre-deployment (Planning Considerations to Ramp-up for scheduled deployments or assignment as designated readiness/immediate deployment unit). [The focus of Pre-deployment is individual (CTT and MOS/SL), leader, staff, and small unit proficiency METL proficiency and mandated regulatory training generally sustained at the “Walk-level of proficiency.”]

(a) **Task:** Ensure deployable-status units and individual sustain minimum pre-deployment skills and certification requirements: [Specify or reference the specific individual or collective tasks]

(b) **Verification Requirements:** MACOM regulations specify requirements to verify training. In general active component parent commands are responsible for verifying that training standards and/or regulatory requirements have been met. In general reserve component parent headquarters and/or Army Reserve Command are responsible for verifying that training standards and/or regulatory requirements have been met. [Specify Headquarters/Office/DSN]

(c) **Certification Requirements:** Unit certifies deployment status as part of the Unit Status Report. There are no-Separate Reporting Requirements unless established by parent headquarters/MACOM regulation. [Specify Headquarters/Office/DSN]

(d) **Mandatory Unit-Level Collective and Individual Training:** Certain training is mandated by regulation or determined through mission analysis to be mandatory for [See sample Table X.2 for Mandatory Unit-Level Training and Table X.X for Mandatory Individual and Duty Position Training.]

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Table 1. Major Pre-deployment Mandatory Training Events (Sample)

Echelon	Subject	Frequency (AC-RC)	Reference	Requirement	Validation & Certification Levels	
					Validation	Certification
Unit	CTT	A	AR 350-41	Complete annual CTT reqts (to include Depleted Uranium for all deployable soldiers)		
Unit	EXEVAL	A	UR 350-1	Conduct an EXEVAL each year		
Unit	NBC Training	A	AR 350-1, AR 350-41			
Unit	Weapons Qualification	A/S	DA PAM 350-38, AR 350-1	IAW STRAC Program		
Unit	Law of War	A	AR 350-1	I		
Unit	Risk Management	O	AR 385-10, FM 100-14	T, I, H. Prior to any exercise		
Unit	Heat, Cold Weather Training	A	AR 40-5, AR 350-1	I.		
Unit	Mine Awareness	A	DA Pam 350-38	See Sections 6-8 through 6-25 of DA Pam 350-38 to determine requirements for your type unit.		
Unit	Deployment Readiness	Q	UR 55-26 UR 525-1	Verify UMD (AUCL) is current/valid		
Unit	Army Safety Program	O	AR 385-10, AR 350-1	I, H.		
Bn	Deployment Readiness	S	UR 600-8-101	Schedule and conduct a PDP; Review SRF with each soldier; Company Information System (CIS)		
Bn	Combat Lifesaver Training	A	AR 350-41	Every squad, crew or equivalent-sized unit must have at least one CLS-must recertify annually		
Co	Arms, Ammo & Explosives Security	A	AR 190-11	Initiate an aggressive training program on AA&E security		
Co	Driver Training	A	AR 600-55	Program-sustainment training for any driver with a valid OF 346		
MOS	Force Protection	O	AR 350-1, UR 525-13, DOD Dir 2000.12	P,M,T,I,H,R. High risk personnel or billet, prior to performing FP security duties		

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Table 2. Mandatory Pre-Deployment Oriented Duty-Position Certifications (Sample)

Echelon	Position	Course Title	Reference	Validation & Certification Levels	
Bde/Bn	Brigade or Battalion Safety Officer	Safety Officer/NCO Course (SOC 40)	AR 385-10,		
Bn	Hazardous Cargo Driver Training	Hazardous Materials Driver Training Course (HAZ 11)	UR 55-4		
Bn	Hazardous Material Adviser	HAZ XX (under development)	UR 55-4		
Bn	Rear Detachment Cdr and Family Spt Liaison	Rear Detachment Commanders and Family Support Liaison Course	UR 608-2		
Bn	Force Protection Officer	Level II AT/FP Training	UR 525-13		
Bn	Battalion Unit Movement NCO	Unit Movement Officer Course (UMO 151)	UR 55-26		
Bn	Class 5 HAZMAT Driver	Hazardous Materials Driver Training Course (HAZ 11)	UR 55-4		
Bn/CO	Cmd UNO and Alternate (SSG above)	Unit Movement Officer Course (UMO 151)	UR 55-26		
Co	Company Safety NCO	Safety Officer/NCO Course (SOC 40)	AR 385-10,		
Co	Military Sponsor	ACS Sponsorship Training	AR 600-8-8		
Co	HAZMAT Vehicle Operator	Hazardous Materials Driver Training Course (HAZ 11)	UR 55-4		
Co	Battalion Security Manager		AR 380-5		
Co	Terminal Area Security Officer		UR 380-19		
Co	HAZMAT Cargo Certified	Hazardous Materials (-2) Certification Course (HAZ 12)	TM 38-250, UR 55-4		
Co	Force Protection Officer	AT/FP Level II Training	UR 525-13		
Co	Unit Master Driver		AR 350-1		
Ind	System Administrator (classified networks)	Information Assurance Training Program (Advanced Networking I & II)	UR 350-70		

(2) Pre-deployment (Planning Considerations to assume unit Readiness Brigade status).

(a) **Tasks:** Ensure deployable-status units sustain minimum skills for immediate deployment:

[Specify or reference the specific individual or collective tasks]

Table 3. Major Readiness Brigade Training Events (Sample)

Echelon	Subject	Freq- uency (AC/RC)	Reference	Requirement	Verification and/or Validation Proponent
Unit	CTT	A/	AR 350-41	Complete annual mandatory CTT requirements	DA
Unit	EDRE	1 Per Cycle		Complete prior to assuming Alert Brigade Cycle	Parent HQs
Unit	Weapons Qualification	A/S	DA PAM 350-38, AR 350-1	IAW STRAC Program	DCSOPS

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(b) **Verification Requirements:** AC – Parent Headquarters Responsibility. RC – Parent Headquarters and Army Group Requirement. [Specify Headquarters/Office/DSN]

(c) **Validation Requirements:** USR-Based. No-Separate Reporting Requirements. [Specify Headquarters/Office/DSN]

(d) **Mandatory Training Event Gates And/Or Windows:** This training should consist of both self-deployment operations and strategic/theater airlift training. [Command directed, list or use table as appropriate].

(e) **Training Event Gates And/Or Windows:**

(3) Post-Mobilization/Pre-deployment (Planning Considerations to Active Post-Notification or Reserve Component Post-Mobilization Ramp-up for scheduled Stability and Support Operations Deployments).

(a) **Tasks:** Ensure mobilized units achieve minimum capabilities for immediate deployment: [Specify or reference the specific individual or collective tasks]

(b) **Verification Requirements:** AC – Parent Headquarters Responsibility. RC – Parent Headquarters and Army Group Requirement. [Specify Headquarters/Office/DSN]

(c) **Certification and Validation Requirements:** [List certification and validation requirements based on OPLAN, OPORD or gaining command guidance. Specify Headquarters/Office/DSN]

(d) **Major or Mandatory Training Event Gates And/Or Windows:** This training should consist of both METL and theater or mission-specific training requirements as prioritized by gaining command. [Command directed, list as appropriate.]

(4) Post-Deployment Mission Planning and Rehearsal Considerations (Planning Considerations for training systems in direct support of operational mission)

(a) **Tasks:** Ensure deployed units have minimum capabilities to conduct mission planning and rehearsals in the deployed theater of operations: [Specify or reference the specific individual or collective tasks and warfighting systems necessary to supported in order to conduct planning and rehearsals]

(b) **Major or Mandatory Mission Planning or Rehearsals Events to be supported:** This training support should consist of METL and theater or mission-specific training requirements as prioritized by gaining command. [Prioritize based on mission/theater specific considerations. Specify event type and echelon to be supported, e.g., Platoon LFX, Battalion CFX.]

(5) Post-Deployment “Delta Training” (Planning Considerations for training systems in direct support of executing theater-specific training given changes in the new or untrained personnel or TF organizations, new equipment (not organic to TF TOE); and/or new missions/tasks)

(a) **Tasks:** Ensure deployed units have minimum capabilities to conduct mission planning and rehearsals in the deployed theater of operations: [Specify or reference the specific individual or collective tasks and warfighting systems necessary to train new personnel, units, equipment or missions]

(b) **Minimum “Delta Training” events to be supported:** This training support should consist of METL and theater or mission-specific training requirements as prioritized by gaining command. [Prioritize based

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on mission/theater specific considerations. Specify event type and echelon to be supported, e.g., Individual Weapons Qualification, through Table (X); Platoon STX, StaffEX).]

(6) Post-Deployment Sustainment Training [Planning considerations for sustaining METL proficiency, mission-specific tasks, unit readiness (i.e., USR) based training requirements, and continuation of required soldier/leader professional development.]

(a) **Tasks:** Ensure deployed units have minimum capabilities to conduct mission planning and rehearsals in the deployed theater of operations: [Specify or reference the specific individual or collective tasks, duty position or professional development requirement, or warfighting systems necessary to sustain capabilities]

(b) **Minimum sustainment training events to be supported:** This training support should consist of METL and theater or mission-specific training requirements as prioritized by gaining command. [Prioritize based on mission/theater specific considerations. Specify event type and echelon to be supported, e.g., Individual Weapons Qualification, through Table (X); Platoon STX, StaffEX); Battle staff NCO/ Safety/Log/UMO Courses etc.].

c. Taskings to Subordinates. [Taskings to subordinates are based on the analysis of requirements to include: identification of organic, assigned, and attached tactical units and training support; assigned, specified, implied and essential tasks that will derive training support requirements; internal SOPs; need for Supporting/Supported MOA, OPORD/OPLAN coordination requirements; supporting/supported funding agents; funding issues, etc.].

d. Coordinating instructions for Training Support. [The following section reflects operational planning consideration to establish, operate, maintain, and sustain the training systems in support of *Initial Entry*, *Follow-on*, and *Sustaining Force* tactical operations. Mission analysis considerations for training support should include the following:]

(1) Training Support Requirements.

- a) Organic or assigned (TOE/TDA) training support assets.
- b) Available training support assets (assigned to parent headquarters/TSC).
- c) Available training support assets in the theater of operations.
- d) Transportation sequence for training support assets.
- e) Training support operations, maintenance, and support. See Appendix X – Sample Deployable Operations and Support Standard Operating Procedures. // use cases – cite Kuwait; Sinai; Bosnia Models; attach sample SOPs//

(2) Training Support Coordination Points of Contact: [Training Support Coordination is generally conducted at the MACOM level in conjunction with the force provider and gaining Theater Commander (in cases of TOA). It is done in conjunction with CINC OPLAN development and reviews and for pre-planned deployments or unit-level rotations (e.g., Sinai, Kuwait and/or Balkans). Pre-deployment and post-mobilization training support is generally the responsibility of the force provider up to the point of TOA. The focuses of pre-TOA training support are conducting training or providing assets to verify, certify, or validate training. Training support post-TOA is the responsibility of the gaining command. The focuses of Post-TOA training support are operational support, sustainment of unit readiness, and soldier professional development. Post-TOA training support can consist of any combination of Mission Planning and Rehearsal support; “Delta Training,” and sustainment training.]

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a) U.S. Army Forces Command (FORSCOM). [Training Support for deployments and mobilizations is coordinated by the force-provider AC CORPS or/or RC Army Group G3 through the FORSCOM DCSOPS – Training (Office Symbol- XXX-XX; DSN XXX-XXXX). Clarify/Add instructions]

b) U.S. Army Pacific Command (USARPAC). [Training Support for deployments and mobilizations is coordinated by the force provides AC CORPS or/or RC Army Group G3 through the FORSCOM DCSOPS – Training (Office Symbol- XXX-XX; DSN XXX-XXXX). Clarify/Add instructions]

c) U.S. Army European Command (EUCOM). [Training Support for deployments and mobilizations is coordinated by the force provides AC CORPS or/or RC Army Group G3 through the 7th Army Training Command – Director of Training (Office Symbol- XXX-XX; DSN XXX-XXXX). Clarify/Add instructions]

d) U.S. Army South (USARSO). [Training Support for deployments and mobilizations is coordinated by the force provides AC CORPS or/or RC Army Group G3 through the FORSCOM DCSOPS – Training (Office Symbol- XXX-XX; DSN XXX-XXXX). Clarify/Add instructions]

b) Eighth U.S. Army (EUSA) Korea. [Training Support for deployments and mobilizations is coordinated by the force provides AC CORPS or/or RC Army Group G3 through the FORSCOM DCSOPS – Training (Office Symbol- XXX-XX; DSN XXX-XXXX). Clarify/Add instructions]

(3) Training Support Operational Phase Coordination Requirements. [Select category(s) of training/support addressed in OPLAN and specific coordination requirements under each phase. Templates are set up for each phase of training to insert appropriate coordinating instructions]:

a) **Pre-notification and/or Pre-deployment:** Address parent headquarters and/or OPLAN/Theater-specific coordination requirements;

b) **Post-notification/Post-mobilization:** Address parent headquarters and/or OPLAN/Theater-specific coordination requirements for [specify name] Area of Responsibility (AOR);

c) **Post-Deployment Mission Planning and Rehearsal:** Address parent headquarters and/or OPLAN/Theater-specific coordination requirements for [specify name] Area of Responsibility (AOR) to coordinate planning and rehearsal capabilities to support (initial entry and/or follow on forces) in the AOR;

d) **Post-Deployment Delta Training:** Address parent headquarters and/or OPLAN/Theater-specific coordination requirements for [specify name] Area of Responsibility (AOR) for minimum essential capabilities to train new or untrained personnel or TF organizations, new equipment (not organic to TF TOE); and/or new missions/tasks;

e) **Post-Deployment Sustainment Training:** Address parent headquarters and/or OPLAN/Theater-specific coordination requirements for [specify name] Area of Responsibility (AOR) for minimum essential capabilities to sustain METL proficiency, mission-specific tasks, unit readiness (i.e., USR) based training requirements, and required soldier/leader professional development once deployed forces establish their “Battle Rhythm” in the AOR and have the capability to conduct non-operational tempo training in conjunction with the operational mission.]

(4) Administrative Coordination:

a) **Pre-TOA milestones for Scheduled Rotations:** *[The following are provided as recommended milestones and coordination requirement to standardize coordination for scheduled TOA (e.g.,*

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Balkans Rotations). D-360 (VT) requirements; D-270 (VT); D-180 (Unit-onsite); D-150; D-120; D-90 (VT or Site); D-60 (VT); and TOA.]

Sample Planning and Coordination Matrix

D-Minus Planning Window	Primary Purpose	Supporting Force Tasks (force provider)	Supported Force (Title X) Tasks (gaining cmd)	Recommended Meeting Format	Admin Instructions
D-360 (Initial)	Develop Opnl. Concept for Training and Support	1) TF Provide Draft Annex T (Para 1.b. 2.b. & 3.a.)	1) Provide Mission/Theater Specific Annex T requirements (Para 3.a-b.)	VTC with TF parent HQS; followed by TF Site Recon	
D-270	Identify primary post-deployment training/support requirements	1) TF Updates Draft Annex T with initial tasks & coordination requirements (Para 3.b-c.)	Provide Draft Training Support Plan (Para 4.a-b.; 5a-a-b.)	VTC with parent HQ and TF HQ elements	Title X MACOM coordinates long lead-time TADSS
D-180 (Mid-point)	Lock in TF Structure (units & equipment mix to be supported)	1) Identify TF Structure & primary equipment mix (Para 3.b-c.) 2) ID primary TADSS requirements (Para 3.d.)	Identify ability to support unique TF requirements; request non-available assets (Para 3.a-c.)	On-site with primary TF site; VTC link to other TF	ATSC identifies Non-MACOM controlled TADSS availability
D-120	Confirm Available Training Assets	Update Training Concept and Tng Spt Rqts (Para 3.c-d.)	Update status of non-available assets (Para 3.c.)	VTC with major TF elements	MACOM confirms training support assets
D-90	Adjust Training Requirement; Verify on-hand or incoming training assets	Provide Detailed Training/Operational Spt Concept (Para3d)	Provide detailed coordinating instructions (Para 4a)	VTC and/or onsite with major TF elements	TRADOC Confirms availability of requested DL/TADSS
D-60 (Final)	Confirm all Training Assets	Confirm Training Concept (para3d), Training Support & C2 (Para 4b & 5b)	Confirm Training Support & C2 (Para 4.a.; 5.b.))	VTC and/or onsite with major TF elements	
TOA	Transfer of authority	Complete Pre-deployment certification			

b) **Pre-TOA milestones for Warplan coordination:** The following are provided as recommended milestones and coordination requirements to standardize OPLAN Coordination requirements between

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(use correct terminology) between force provider commands and theater CINCs. This section includes recommended planning, update requirements, and sample MOA, etc...) ////

c) **Mission or MACOM Specific Coordination Requirements** [*The following are provided as sample pre- and post-TOA administrative instructions.*]

1) **Sustainment Training.** Actual Facilities and/or POCs, etc... /// Units conduct sustainment training at facilities within the area of responsibility. Units coordinate requests for training aids, devices, simulators, and simulations through the Deployed Training Support Center (DTSC) at EAGLE BASE. Appendix 4 provides information to support the planning of individual and collective training during the deployment.

2) **Deployed Readiness Training.** Actual Ranges/Facilities that have received range/safety certification and can serve as qualifying ranges (specify weapons system and tables, etc.; Range managers, POCs, etc.).

3) **Individual Replacement Training** (specify current; planned locations, POCs, special instructions, etc.).

4) **Mission Rehearsals.** (Specify Coordination is required for locations, TADSS/OPFOR/Instrumentation/Trainers-OCs//CTC vice MTA).

5) **Force Protection.** The Task Force Eagle Commander is responsible for force protection of all forces in his AOR. Deployment/execution orders will include coordinating instructions requiring unit commanders to ensure all deploying personnel receive the following training:

(a) Level 1 Anti-terrorism/Force Protection Training.

(b) A country or region specific threat brief.

(c) Requirements listed in [Specify MACOM Reg]. Theater-specific force protection briefings, regulations and guidance, can be found at [specify].

6) **Authorized Visitors:** Authorized visitors or temporary support personnel must complete Level 1, Category 2 Anti-Terrorism/Force Protection Training, Country Orientation, and Code of Conduct/Hostage Training. Authorized visitors are defined in para (xx).

4. Service support:

a. **General Support:** [*Use OPLAN or reference OPLAN C2*]

b. **Training and Training Support Service Support.** [*Specify actual and/or anticipated service and support provided by the Theater Headquarters; Task Force; Army/TRADOC augmentation; Deployed Operations and Support Group. Specify actual and/or anticipated changes based on operational characteristics.*]

1) Initial Entry Training Service Support (Organic, assigned and/or attached)

2) Follow-on Forces Training Service Support (Organic, assigned and/or attached)

3) Sustaining Forces Service Support (Organic, assigned and/or attached)]

5. Command and Control:

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a. General Command and Control: *[Use OPLAN or reference OPLAN C2]*

b. Training and Training Support Command and Control: *[Specify training and training support C2 within the operational task force, deployed training and support personnel and/or organizational structure (e.g., Deployed training support C2 in a immature theater of operations will normally be provided by the tactical units; as the theater of operations matures and the deployed training infrastructure evolves formal C2 between the task force, units supported and training supporter must be formalized).]*

- 1) Initial Entry Training Service Support (Organic, assigned and/or attached units)
- 2) Follow-on Forces Training Service Support (Organic, assigned and/or attached units)
- 3) Sustaining Forces Service Support (Organic, assigned and/or attached units)]

c. Points of Contact *[List as required.]*

ACKNOWLEDGE:

Commander's

Rank

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Sample Theater Specific Unit Individual Competencies

Extract from Appendix 2 to Annex T to OPLANS 4256-02 AND 4247-02 Draft:

1. Theater Specific Unit Individual Competencies. Individual competencies that USAREUR, Task Force Falcon (TFF), and Task Force Eagle (TFE) have identified as having significant relevance to individuals performing SASO in the Balkans. Note that some tasks may also be common tasks for certain MOSs, but due to the significant relevance are listed here under theater specific unit individual competencies also. These are the minimum requirements to ensure individuals are trained for the mission to the Balkans. This list is not all-inclusive and commanders at any level may add additional tasks to this list to ensure their personnel are trained.

- a. Country Orientation Brief
- b. Anti-Terrorism/Force Protection Level 1 Category 2 Training
- c. Rules of Engagement Training
- d. Mine Awareness and Situation Training to include
 - (1) Report on the regional mine situation
 - (2) React to mine strike mounted
 - (3) React to mine strike dismounted
 - (4) Self-extract from a minefield
 - (5) React to civilian wanting to turn in un-exploded ordinance (UXO)
- e. Force Protection Skills Training to include
 - (1) React to direct fire
 - (2) React to indirect fire
 - (3) React to sniper
- f. Media Awareness Training
- g. USAREUR driver training and licensing (for personnel identified by their chain of command)
- h. Hazardous Material Training IAW USAREUR Reg. 55-4 (for all personnel responsible for transporting bulk fuel and/or ammunition in Germany)
- i. Qualify on assigned individual weapon within 6 months prior to scheduled deployment date (for all military personnel)

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j. Qualify on assigned individual non-lethal weapon within 6 months prior to scheduled deployment date
(for selected personnel identified by their chain of command)

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Sample Theater Specific Leader Competencies

Extract from Appendix 3 to Annex T to OPLANS 4256-02 AND 4247-02 Draft:

1. Theater Specific Leader Competencies. Individuals in leadership positions must be proficient in these competencies that USAREUR, TFF, and TFE have identified as having significant relevance to personnel in leadership positions conducting SASO in the Balkans. These are the minimum requirements to ensure individuals in leadership positions are trained for SASO missions in the Balkans. This list is not all-inclusive and commanders at any level may add additional tasks to this list to ensure that their personnel are trained.

- a. Understand the political, religious, and military environment
- b. Understand Title X requirements and the chain of command
- c. Utilize an interpreter
- d. Perform negotiations
- e. Supervise convoy operations
- f. Employ non-lethal (NL) capabilities
- g. Plan and conduct Military Operations in Urban Terrain (MOUT)
- h. Supervise the application of the Rules of Engagement (ROE) and use the graduated response matrix
- i. Organize a mass casualty evacuation
- j. Understand and perform risk management in support of the mission

Sample Theater Specific Unit Collective Competencies

Extract from Appendix 4 to Annex T to OPLANS 4256-02 AND 4247-02 (Draft):

1. Theater Specific Unit Collective Competencies: Units must be proficient in the competencies that USAREUR, TFF, and TFE have identified as having significant relevance to units conducting SASO in the Balkans. These are the minimum requirements to ensure units at all levels are trained for SASO missions in the Balkans. This list is not all-inclusive and commanders at any level may add additional tasks to this list to ensure their units are trained. Units will train these tasks to the standards indicated in applicable field manuals and the references in the reference section of this annex.

a. Squad level Stability and Support Operations (SASO) specific competencies

- (1) Conduct a personnel search
- (2) Conduct a vehicle search
- (3) Conduct a patrol
- (4) Establish and operate a checkpoint or traffic control point
- (5) Plan, prepare, and conduct quick reaction force operations

b. Platoon level SASO specific competencies

- (1) Conduct a patrol
- (2) Establish and operate observation posts
- (3) Establish and operate a checkpoint or traffic control point
- (4) Conduct convoy escort operations
- (5) Establish and operate a lodgement
- (6) Secure a route
- (7) Plan, prepare, and conduct quick reaction force operations

c. Company level SASO specific competencies

- (1) Establish and operate a lodgement
- (2) Conduct route security operations
- (3) Conduct convoy escort operations
- (4) Secure an area of operations

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(5) Maintain a zone of separation

(6) Secure a border

(7) Secure an urban area

d. Battalion level SASO specific competencies

(1) Organize battalion headquarters to conduct SASO

(2) Conduct mine awareness operations

(3) Conduct liaison with outside entities

(4) Form collection management

(5) Control patrol operations

(6) Plan, prepare, and deploy a quick reaction force (QRF)

(7) Implement force protection measures

(8) Conduct information operations (IO)

(9) Plan and prepare for noncombatant evacuation operations (NEO)

(10) Plan, coordinate, and execute weapon storage site (WSS) inspections

(11) Develop convoy movement order

(12) Plan for civil affairs mission

(13) Coordinate base camp operations

(14) Execute effective interface with the media

(15) Execute effective negotiations

(16) Optimize the use of linguists

(17) Establish a drivers training program appropriate for the AO

e. Task Force level SASO specific competencies

(1) Form an operational level headquarters and organize to conduct SASO

(2) Plan and conduct pre-deployment training and certification for SASO

(3) Coordinate, synchronize, and conduct transfer of authority (TOA)

(4) Conduct mine awareness operations

(5) Plan and transition military control to United Nation and/or civil authorities

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- (6) Conduct long-term analysis of the geopolitical expectations
- (7) Provide infrastructure rehabilitation support
- (8) Synchronize and conduct PSYOPS
- (9) Plan, coordinate, and execute information operations
- (10) Develop and coordinate A2C2 plans to SASO
- (11) Transition from SASO to offensive and defensive operations
- (12) Plan and control civil-military operations
- (13) Operate a joint visitor bureau

**Sample Theater Specific Individual Readiness Training
or Replacements, Augmentees, and TDY personnel.**

Extract from Appendix 5 to Annex T to OPLANS 4256-02 AND 4247-02 (Draft)

1. Individuals must be proficient in the competencies that USAREUR, TFF, and TFE have identified as the minimum pre-deployment training requirements for individuals required to enter the Balkans as individual replacements, augmentees, or for temporary duty. These are the minimum training requirements to ensure that individual replacements, augmentees, and TDY personnel are trained for the mission in the Balkans. This list is not all-inclusive and commanders at any level may add additional tasks to this list to ensure that their personnel are trained.

2. This training is to be conducted by the unit prior to the individual's deployment. It is the commander's (LTC/GS-14 or above); rear detachment commander's, supervisor's, or contracting officer's responsibility to ensure this training is conducted. To facilitate this training, units and individuals may download the program of instruction (POI) developed by 7ATC at <https://opd.7atc.army.mil>.

3. Individuals entering the Balkans will have a certification letter signed by their LTC/O-5 level commander, GS-14 supervisor, contracting officer, or rear detachment commander certifying the individual is fully qualified for deployment. Sample memorandum is found at xxx.

4. Individuals will travel with copies of the letter. A copy will be provided to the Task Force in-processing center and retained on file for one year following the individual's date of redeployment. The original letter will be filed at the individual's home-station battalion level headquarters for one year following the date of redeployment.

5. This training is valid 1 year from the certification date or 1 year from the individual's re-deployment date. The certification letter or re-deployment orders can be used to determine training validity.

6. It is the responsibility of the unit to ensure that individuals are trained on the unit standard operating procedures (SOP) and Tactics, Techniques, and Procedures (TTP) that the unit is utilizing after the individual arrives in the Balkans and prior to assuming missions.

7. Training requirements include:

- a. Country Orientation Brief
- b. Anti-Terrorism/Force Protection Level 1 Category 2 Brief
- c. Rules of Engagement Brief
- d. Mine Awareness and Situation Brief to include
 - (1) Report on the regional mine situation
 - (2) React to mine strike mounted
 - (3) React to mine strike dismounted

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(4) Self-extract from a minefield

(5) React to civilian wanting to turn in un-exploded ordinance (UXO)

e. Force Protection Skills Brief to include

(1) React to direct fire

(2) React to indirect fire

(3) React to sniper

f. Media Awareness Brief

g. USAEUR driver training and licensing (for personnel identified by their chain of command)

h. Qualify on assigned individual weapon within 6 months prior to scheduled deployment date (for all military personnel)

i. Qualify on assigned individual non-lethal weapon within 6 months prior to scheduled deployment date (for selected personnel identified by their chain of command)

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